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ABSTRACT

This monograph reflects the perspective that programs for beginning teachers should include some broader goal of enhancing the status and image of the entire profession. This approach links goals and activities for beginning teachers with goals and activities for other individuals, organizations, and institutions. Chapter 1 discusses interactions among the qualities and concerns of beginning teachers, demands of their work, and other environments which influence them. Chapter 2 includes some considerations to be made before teaching begins. Chapter 3 focuses on creating mentor, peer, and other developmental relationships during an initial period of teaching. Chapter 4 tells how to provide other support activities during the initial period of teaching. Chapter 5 focuses on making decisions on certification, licensing, and continued employment. Chapter 6 describes activities and characteristics that foster continuous school improvement. Chapter 7 includes notes on planning, evaluating, and financing in relation to professional development programs for beginning teachers. Seven pages of references and eight appendixes containing forms and resources for professional development programs conclude the volume. (JD)

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BEGINNING TEACHERS
AND
PROFESSIONAL DEVELOPMENT

Prepared for the
North Central Regional Educational Laboratory

By

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Wright State University's Center for Professional Services
College of Education and Human Services

and the

Division of Inservice Education
Ohio Department of Education

**One in a Series of Reports on
Professional Preparation and Development**

1988

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Preface to Series

Beginning with the release of "A Nation At Risk" in 1983, and continuing most recently with the "Time for Results" report issued by the National Governors Association, the current push for educational reform has captured and held the attention of policy-makers, legislators, professional associations, researchers, public school personnel, and perhaps most importantly, the general public.

Differing from prior "reform" movements, the current debate reflects far-reaching and deeply held concerns about the current status and future viability of America's experiment with universal public education. Issues ranging from school organization and performance/graduation standards for students, to opportunities for choice of schooling and allocation of resources, have formed the content of dozens of reports and hundreds of often contradictory recommendations for change.

However, the most far-reaching, intense and persistent aspect of the reform debate has focused on the professional competence and performance of the nation's more than two million elementary and secondary school teachers. Central to this focus on teacher competence has been wide-ranging discussion, comment and criticism of current strategies for professional development at the preservice, induction and inservice levels.

The debate has been both broad-based, and at times inconsistent. Advocates alternately have proposed increased and mandated inservice programs to improve the skills of current teachers, new strategies to help beginning teachers adjust to the demands of the classroom, as well as recommendations to remedy both real and/or perceived inadequacies of the students who enter teacher education programs, the educational experiences to which they are exposed, and the standards which govern their graduation, certification, and eventual placement in schools.

In addition, there has been at least as much debate on how to achieve the overall goals of improved preservice preparation and continuing professional development, as there has been about what those goals should be.

In response to the priority accorded these diverse, yet interrelated issues, especially in policy-making and legislative arenas, NCREL has sponsored an ongoing series of activities designed to develop information resources and encourage related research in these areas.

The initial focus revolved around helping to more carefully define and examine the key issues related to the general topics of professional preparation and development. Based on that initial exploration of the issues, a number of related activities evolved.

First was development of a framework and typology for analyzing professional development programs for currently employed teachers and administrators. That organizing structure was then used as the basis for a pilot effort in Minnesota and Ohio to identify distinctive, or "exemplary" programs that might serve as "models" for other local districts.

Concurrently, an effort to address the issue of preservice education for teachers was initiated, including a series of case studies of "distinctive" programs, as well as development of a guide for institutional self-assessment of preservice programs, initial planning for a regional database on reform efforts in teacher education, and proposals for sponsoring consortia of institutions involved in preservice and induction level programs.

Additional products to be published as a part of this series include: a planning guide to human resource development in educational settings, a review and synthesis of selected literature on strategies for collaboration in professional development and induction programs for beginning teachers, and various other occassional papers on related topics.

Many people have contributed to NCREL's efforts in this area ranging from State Departments of Education, contributed staff from institutions of higher education, local district administrators and school staff. Special credit however is due to Drs. Kenneth Howey and Nancy Zimpher of Ohio State University who were instrumental in developing the framework and typology for looking at professional development inservice programs, and assuming leadership in our examination of preservice programs; Dwight Lindbloom and Mary Lillesvie (Minnesota Department of Education); and Nancy Eberhart (Ohio Department of Education) for their support of the pilot project to identify exemplary staff development programs in local districts in those two states.

NCREL is proud to publish this series of products.

Jane H. Arends, Ph.D.
Executive Director

Judson Hixson
Director, R&D Resource Development

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Introduction

There is a growing concern in legislatures, state education agencies, and elsewhere about the loss of valuable human resources as a result, in part, of failing to provide appropriate and adequate help to beginning teachers. Schlechty and Vance (Huling-Austin, 1987) estimate that nationally approximately 15 percent of new teachers leave after their first year of teaching, as compared to an overall teacher turnover rate of 6 percent. Another 15 percent leave after their second year and an additional 10 percent after the third year. The turnover rate does not level out to the overall rate of 6 percent until the fifth or sixth year. Furthermore, those who are the most academically talented tend to leave in greater numbers.

Success in teaching depends greatly on the qualities of individuals -- their capabilities and their motivations. But success in teaching also depends substantially on the possibilities offered by legislation, state education agencies, teacher organizations, teacher preparation institutions, school districts, and schools (Kanter, 1987).

We believe beginning teachers must accept increasing responsibility for their personal and professional development. But somehow we must inspire and enable every teacher to always be a student of teaching -- to always be a learner.

This monograph is a resource for planning, implementing, and evaluating programs for the professional development of beginning teachers. We hope that it will be useful to policy makers, school administrators, teachers, teacher educators, and others, including individuals entering the profession for the first time.

The policy and program elements we present here go beyond what generally would be considered professional development programs for beginning teachers although that is our major emphasis. The broader focus grew out of our experiences in working with beginning teachers and with other educators, and from our experiences outside formal education.

Our early activities to help teachers make a more effective beginning in the profession were modest in scope. We concentrated on creating arrangements for orientation to assignments, schools, school districts, and communities; on coordinating professional and personal support by mentors and peers; and on orchestrating a series of workshops for teachers during their first year.

Our goals, however, were much more ambitious. We wanted to strengthen the new teacher's grasp of subject matter, increase professional knowledge and add to teaching skills; promote professional and personal well being; increase the likelihood of retaining a greater percentage of promising teachers in the profession; and build skills and commitment for continuing professional growth.

In the beginning we focused only on beginning teachers. It soon became apparent that what Goodlad (1975) called the "interrelatedness of things, people, and institutions" posed problems that would make maintaining this focus improbable; yet it also offered opportunities that might strengthen what we were trying to achieve.

Most beginning teachers with whom we have worked were competent in basic skills, subject matter knowledge, professional understanding, and teaching skills. They seemed to have the kinds of dispositions desired in good teachers, although a few of them were lacking in some of these characteristics.

We have worked with beginning teachers who were doing a remarkable job despite being assigned to students who were difficult, despite a heavy teaching load, or despite subjects or grade levels which were not their primary interests or greatest strengths. Other beginning teachers were doing less well in such circumstances.

In our conversations with beginning teachers we heard their concerns about what they perceived to be difficulties with some school policies and practices and their occasional questions about decisions by administrators. We heard doubts expressed by some about whether they could keep up the demanding pace of teaching for very many years. Often they compared the beginning and potential earnings of teachers with those of their acquaintances in other fields. Our response often was to the effect that these things were "beyond control." Perhaps they are not.

In response to these experiences, we found ourselves expanding our focus beyond program activities for beginning teachers. We began talking with teacher educators, experienced teachers, and school administrators about programs for beginning teachers in the contexts of school improvement and of improving initial preparation of teachers.

The growing realization we experienced was of the connections among initial teacher preparation, programs for beginning teachers, inservice education, and school improvement. The limitation of working on one of these dimensions in isolation became increasingly apparent.

Experienced teachers told us of their personal and professional growth through providing information and support for beginning teachers; this led us to think more systematically about the interests of individuals who have been in the profession for a while, and the benefits of linking programs for beginning teachers with an overall program of teacher development. What we heard from experienced teachers is one basis for what we propose about mentors and other developmental relationships.

Our experiences with beginning teachers, with local and state voluntary associations, and our work elsewhere in education have made clear to us the power of established interests. It is far easier to mobilize the energy and efforts of individuals and organizations when they see they have an interest.

Professional development programs for beginning teachers often are aimed at goals for the benefit of beginning teachers -- in order to smooth their transition into the profession and to help them gain a sense of personal and professional satisfaction. But progress toward personal and professional goals for new teachers also better serves students, communities, schools, local school districts, teacher preparation institutions, state education agencies, teacher organizations, experienced teachers, and the profession at large.

The problems of beginning teachers, as perceived by themselves and others, are various. They may be thought of as information problems, as psychological adjustment problems, as subject matter knowledge problems, as pedagogical knowledge problems, or as teaching skills problems. Some might suggest the problems are those of licensing, assessment, or quality-control.

Program activities for beginning teachers usually are directed toward helping them function effectively within the existing character of schools and the profession. Those who have tried to introduce new methods or ways of thinking to experienced educators know the force of institutional expectations and practices. The structural elements in schooling and in the profession are very influential; often they hinder rather than help the achievement of some goals for beginning teachers, such as retaining in the profession more of those with promise (Huling-Austin, 1986).

Sometimes difficulties experienced by beginning teachers are blamed on the nature and quality of initial teacher preparation. Effective working relationships between colleges and universities which provide the initial preparation for teachers and the school districts which employ them is frequently lacking. Thus the problem of beginning teachers might be perceived in other ways -- as a problem with the structure of schools or the profession or as a problem with initial teacher preparation.

Needs associated with beginning teachers are, in fact, all of these problems. The tendency to respond to them as if they were a series of isolated and separate circumstances ignores the shared interests which many individuals and institutions have in the outcomes of programs for beginning teachers.

Typically, ad hoc efforts -- task groups, commissions, etc. -- and relatively enduring structures are organized to respond to problems or to work toward goals relating to beginning teachers as if the problems and goals were unrelated. Those conducting such efforts generally come face to face with what was known in the beginning -- that all these circumstances are connected. A frequent conclusion is that someone ought to do something about that problem there or respond to this need here.

Our experiences in working with beginning teachers and our knowledge of efforts of others have prompted us to encourage fundamental change in the way we think about needs, goals, objectives, and activities for beginning teachers. We approached our early work with beginning teachers with what might be called an additive model; for example, we added a series of seminars to the program for beginning teachers on topics they identified as priority concerns.

It soon became apparent that the seminars tended to be viewed by the new teachers as another "assignment" they had to fulfill. As a consequence, we subsequently worked toward an adaptive model seeking ways to include more school-related activities into seminar sessions. These included observations, visitations, and an increasingly prominent role for mentors.

A cooperative approach to planning, implementing, and evaluating programs for beginning teachers emerged from these early experiences. The cooperative model involves the beginning teacher, experienced teachers, administrators and other supervisory personnel, college and university faculty, representatives from the teacher organization, and individuals from the state education agency. All of them must give attention to strengthening initial teacher preparation, overall teacher development, and school improvement.

We have prepared this document to encourage those with responsibilities in this area to begin with recognition of the interrelatedness of things and to work toward comprehensiveness in policy and in practice.

We believe that a move toward comprehensiveness might be made through examinations of various goals or needs -- certification, licensure, initial teacher preparation, programs for beginning teachers, or the improvement of schools. What is essential, we believe, is to search for fundamentally different outcomes, not simply an improvement in one outcome. We further believe a key strategy is to make sure that everyone who can contribute to these efforts recognizes his/her own interest in achieving a broader set of outcomes, and to enlist everyone's energies and talents in working toward them.

It our contention that more progress toward goals for beginning teachers can be made if it is not assumed that the only participant is the beginning teacher who arrives at the personnel office seeking a job, or that the existing state of affairs in schools is immutable. We suggest that high levels of interest in professional development programs for beginning teachers leads to an opportunity for simultaneous improvement of initial teacher preparation, inservice education, and schooling.

Our conversations with individuals at every level of education and in every type of institution reflect a sense that some broader goal of enhancing the status and image of the profession might be linked to programs for beginning teachers. We believe a promising way to contribute toward this end is to respond to "interrelatedness."

This monograph has been prepared with this perspective. We describe approaches to linking goals and activities for beginning teachers to goals and activities for other individuals, organizations, and institutions.

Information about beginning teachers and the worlds in which they live and work is presented in Chapter I. Increased understanding about interactions among the qualities and concerns of beginning teachers, demands of their work, and other environments which influence them is crucial in shaping policies and programs to strengthen personal and professional effectiveness. Chapter II includes some considerations before teaching begins.

Chapter III focuses on creating mentor, peer, and other developmental relationships during an initial period of teaching. Chapter IV tells how to provide other support activities during an initial period of teaching. Making decisions on certification, licensing, and continued employment is the subject of Chapter V.

Chapter VI describes activities and characteristics that foster continuous school improvement. Chapter VII includes notes on planning, evaluating, and financing as they relate to professional development programs for beginning teachers.

There is no clear consensus regarding either policies or programs for beginning teachers. Different circumstances argue for different approaches. We offer some directions and ideas that we believe are important and promising. In the Appendix, we have included examples of dealing with some planning and programming tasks.

We suggest that searching for answers must include the broad involvement of individuals from institutions and organizations interested in and responsible for the success of beginning teachers; this is the best approach to insuring the availability of wisdom and skills. Furthermore, these individuals and the institutions and organizations they represent must become involved for the long term.

While we encourage comprehensive and interrelated efforts toward multiple goals of individuals and institutions, we have concentrated in this monograph on goals and activities that relate primarily to beginning teachers. We have raised questions, proposed an idea here and there, and cited some sources relating to other elements in a comprehensive agenda for improving teacher education, inservice education, and schooling. Our focus, however, has been on professional development programs for beginning teachers.

We believe the approach we envision will help demonstrate the value of investing resources in beginning teachers, foster the undertaking of new initiatives, advance the exchange of successful program ideas, clarify aims and accomplishments relating to beginning teachers for policy makers, and motivate those involved in work with beginning teachers to sustain a commitment to inventive and to insure effectiveness.

Some Notes on Terminology

We have made a distinction between the words "certification" and "licensure." "Certification" refers to the process of confirming that qualifications to teach have been met, and "licensure" is the granting by a state agency of permission to practice (N.E.A. Outlines Views, 1987).

We have used "assessment" when we refer to collecting data to use in making judgments about the qualities or capabilities of individuals. We generally have used "evaluation" when referring to the process of making judgments or reaching conclusions and in describing an overall process of collecting information and making judgments.

Acknowledgements

This document was produced during a period of increasing interest in teacher education and in the role of teachers in education. At least two national reports have advocated arrangements that would alter traditional roles of teachers.

The Holmes Group in Tomorrow's Teachers (1986) has recommended that school faculties be composed of three types of teachers. One type -- career professional -- would supervise other teachers, develop curricula and materials, and have substantial influence over decisions in the school. A second type -- professional teachers -- would be experts in classroom instruction. These teachers would work with relatively high degrees of autonomy, and would play significant roles in curriculum development. A third type of teacher in the Holmes configuration -- instructors -- would be less experienced teachers needing supervision and help as they work to achieve professional teacher status.

A report by the Carnegie Forum on Education and the Economy, A Nation Prepared: Teachers for the 21st Century, (1986) has urged that "Lead Teachers," teachers who are fully professional, be given support services other professionals expect and have. These lead teachers would be assisted by teachers and others with less skill and training. Lead teachers, the Carnegie Forum has proposed, would be expected to help the school in its quest for quality.

Prior to and during release of national reports relating to teaching and to education, there has been a steady flow of reports from research and practice specifically on beginning teachers. We have drawn upon the writings of Brooks (1987), Griffin (1983 & 1984), Hall (1982), Heck & Williams (1984), Howey (1979), Huling-Austin (1985, 1986, & 1987), Lortie (1975), McDonald and Elias (1983), Ryan (1980 & 1986), Schlechty (1985), Wise and Hammond-Darling (1987), and many others who have contributed to understanding beginning teachers and who have reviewed the extensive body of research in the field. ERIC Digests (1986) have been especially helpful. Schon's ideas (1982 & 1987) have influenced our thinking about professional educators and their preparations in many ways.

Our work on the monograph has been guided by Griffin's (1985) stress on the value of "knowledge that emerges out of collective understandings of the craft -- out of practices that work . . ." (p. 44) as well as appropriate scientific sources in designing programs to help new teachers become proficient. We also have drawn on our experiences in designing, implementing, and evaluating programs for beginning teachers, on conversations with many others about their experiences with beginnning teachers, and on numerous published and unpublished reports of thoughtful practice.

In addition, we have been guided by Griffin's (1985) notion that programs for beginning teachers should "include attention to values and beliefs about what good teaching is." (p. 44). We have a strong sense that those involved in establishing policies and professional development opportunities for beginning teachers must do so in a context that will help forge a broader base of shared interests and beliefs relating to education, to schooling, and to the profession of teaching.

Our perspectives on a comprehensive approach and about the power of conversation in planning, implementing, and evaluating programs for beginning teachers have come from discussions with David Mathews, President of the Kettering Foundation, from John Goodlad's work over the past two decades, and a study of educational change (1975), his study of schooling (1984), and his more recent efforts relating to The National Network for Educational Renewal (Staff, 1986 & 1987). We have adapted materials relating to inservice training prepared for the Institute for Development of Educational Activities, Inc. (I/D/E/A) to suggest effective improvement efforts in colleges, universities, and schools.

James Ricks, Director of Wright State University's Center for Professional Services, offered us opportunities to expand our experiences with beginning teachers and the invitation and encouragement to prepare this monograph. Steve Gordon of the Ohio Department of Education's Division of Inservice Education provided numerous resource documents for our use. He also read the manuscript we prepared and gave us helpful suggestions.

Ruth King and James Dillehay, our colleagues at Wright State University, and Nancy Zimpher of The Ohio State University, also offered critical comments on the manuscript. Charlotte Maurer Provided valuable editorial assistance. Joyce Boitnott typed the manuscript more times than we would like to admit.

It is impossible to name the many hundreds of individuals in schools and school districts who contributed to our learning about beginning teachers. We are deeply appreciative of the insights they shared with us.

Beginning Teachers and Their Worlds

Beginning teachers and programs for their professional development have been defined in various ways. The term "beginning teacher" generally refers to teachers entering the profession for the first time. It is apparent, however, that the worlds of beginning teachers as we have described them also are experienced by some other teachers. In the planning of professional development programs for beginning teachers, we recommend that consideration be given to ways in which such programs might serve experienced teachers new to a school, school district, and/or state; those with a new certificate or less than a standard license; teachers on probationary status; and substitute teachers.

Our recommendations come from working with programs for beginning teachers that included experienced teachers assigned for the first time in a new area. These individuals reported substantial appreciation for the insights and skill development the experiences provided them.

We have found it unreasonable to identify points of demarcation of professional development of beginning teachers into one, two, or three years. There are stages beginning teachers go through, but they are not experienced at the same time by all.

We are convinced that generalizations reported from studies following the practice of describing only central tendencies "fail to illuminate diversity of . . . experiences among beginning teachers" (Zeichner & Tabachnick, 1985, p 19). As a consequence, we believe enabling each beginning teacher to progress and achieve successfully and efficiently requires recognition of, and response to, individual differences. We believe it is important in planning, implementing, and evaluating professional development of beginning teachers to account for diversity in all aspects of beginning teachers and their professional development.

Descriptions of school settings often conjure up images of monolithic cultures which shape everything and everyone who enter them into a particular mold, but many schools allow diversity (Zeichner and Tabachnick, 1985). Also, while school settings influence and control behavior of beginning teachers, the influence is not all one way. Teachers can influence the culture of the school through their enthusiasm, new ideas, and high levels of energy.

Beginning teaching experiences frequently are characterized as being filled with trauma, but this is not true of all. And not all beginning teachers lose the idealism with which they entered teaching.

We find it useful to think of beginning teachers as individuals who have received a license that states they are qualified to teach and have accepted a job. At that point a person has made a beginning in the profession of teaching. How long and how successful that career will be and how well the person will perform depends upon decisions and actions by several institutions and individuals -- the teacher preparation institution, the state education agency, the employing school district, the school, the teacher organization, the beginning teacher's colleagues, family and friends, and students. How the beginning teacher responds to opportunities provided also will influence the course and length of the career.

We believe increased understanding of relationships between beginning teachers and the nature of the schools in which they work will provide important insights into ways to help strengthen effectiveness of new teachers. Consideration of these relationships, however, brings on a sense of overwhelming complexity.

Carrier (1981) uses a modification of Lewin's model of interaction to explain that a teacher's behavior or development is a function of the person, the environment, and the task in which the teacher engages, or B = (f) P, E, T. Greenfield (1985), in applying a variation of the Lewin formulation to school principals, observed that a principal's effectiveness will be primarily a function of the degree of fit between his/her personal qualities and demands of the work situation. The better the fit, the more likely a person will be successful.

But differences among individuals, whether or not they are new teachers, and the variability of schools in which they work are enormous. Beginning teachers vary in basic skills, in their subject matter and professional knowledge, in their ability to apply pedagogical knowledge in teaching, and in levels of self-confidence and expectations of successful achievement. Beginning teachers, obviously, work at different grade levels, from elementary to secondary schools, in diverse subjects, and with students of normal abilities as well as those in special education.

Schools, like other social institutions, are places where expectations and ways of individual and group behaviors are shaped and rewarded, and, as a consequence, strengthened or weakened. Goodlad (1975) says, "Nothing of any importance . . . enters the school to become a permanent part of it and remains there in its original form." (p. 59).

Goodlad notes that schools set limits on what teachers may and may not do. Beginning teachers soon learn how rewards and sanctions are applied and what is expected of them.

The extent to which all beginning teachers conform to conventional wisdom, however, also varies (Zeichner and Tabachnick, 1985). And, as we noted in the introduction, some beginning teachers bring compelling and different ideas to school settings and help stimulate new thinking and activities.

Within the context of institutional influence on those who spend time in schools, there are varied circumstances of special significance. Not all schools are unitary cultures. Some work settings are characterized by multiple and frequently conflicting standards of what Greenfield calls "goodness" (1985). Some school cultures are very strong and homogeneous, while others are often contradictory, reflecting a diverse collection of professional beliefs and practices (Zeichner and Tabachnick, 1985). In all types of settings, however, the everyday life for beginning teachers comprises a social order to be negotiated; a complex set of professional, organizational, cultural, and environmental constraints and opportunities (Greenfield, 1985).

In school settings where there are conflicting standards of goodness, effective negotiation among contradictory beliefs and practices depends upon the ability of the beginning teacher to make judgments about standards of good practice (Greenfield, 1985). There is a significant message here for those doing initial teacher preparation.

The extent to which beginning teachers will be influenced by implicit and explicit control mechanisms while they are in the isolation of their respective classrooms, and the extent to which their teaching practices come primarily from models of teaching internalized through their lifetime as a student, seem problematic (Zeichner and Tabachnick, 1985). Beginning teachers also will vary in the extent to which they acquiesce to pressures to conform.

Places of Teaching

In addition to the subtle but powerful influences of expectations and rewards, there are some explicit control elements in teaching that influence what teachers can and cannot do. Zeichner and Tabachnick (1985) have named the following factors:

- First there are the direct controls of supervision and monitoring which, if they exist, tend to bring about compliance with expectations of the schools.
- Second, behaviors of beginning teachers are influenced through rules and regulations laid out in curriculum guides, teacher handbooks, and other documents that specify what and how to teach and ways to manage pupil behavior.
- Third, beginning teachers' behaviors are controlled through time schedules, performance-based curriculum and materials, and the availability of resources.

Zeichner and Tabachnick (1985) suggest that close monitoring and supervision to influence teacher behavior is not very prevalent. Further, they suggest that policies, rules, and regulations on what and how to teach and on ways to manage pupil behavior can be ignored in the day-to-day operation of classrooms. Time schedules and performance-based curricula do not present unreasonable pressures on the behavior of beginning teachers.

A major factor that influences the satisfaction and success of beginners, is the nature of assignments. Generally, teachers with the most experience request and receive the most attractive assignments. It is the beginning teacher who is most likely to end up working with students of low ability or with those who are unmotivated and disruptive. The new teacher may have numerous class preparations, may have to float from classroom to classroom, may be assigned out of his or her area of expertise, and may be given responsibility for time-consuming extracurricular activities (Huling-Austin, 1987).

Teachers typically work in isolation with limited opportunity for collaborating and learning from one another. The visible functions of teaching involve interactions with students. Planning for teaching and decision-making involved in working with students are less visible to a supervisor and tend to receive less attention in making judgments about teachers, identifying the kinds of help that might be provided, or making assessments of the teacher's capabilities. In addition, the non-teaching demands of meetings and all that goes with the functioning of a school tend to receive less attention than they deserve.

Griffin (cited in Burch, 1986) has summarized these additional features of work situations relating to beginning teachers:

1. There is a widespread assumption that all teachers are much the same -- they work, they think, and act in the same way.
2. Teachers are isolated from one another with limited opportunity for interactions.
3. Schools are hierarchial organizations, organized to get the job done by the workers (teachers) and, as such, they are confining entities.
4. Teachers are under increasing pressure for accountability.
5. Schools are characterized by goal ambiguity.
6. Teaching is the management of uncertainty -- the environment is uncertain, yet accountability is built on the assumption of certainty.
7. Schools are built for children, not adults. There generally are few amenities to make schools hospitable places for adults which lend a sense of dignity to teaching as a "grown-up" activity.

Concerns of Beginning Teachers

Beginning teachers are likely to worry about being in charge of a class, of losing control of the classroom, of over and underestimating students, and about being evaluated (ERIC Digest, 1986). The condition of not knowing is common to them no matter how extensive their initial preparation. They are confronted with a wide range of relationships which they will experience for the first time -- new colleagues, new supervisors, and new students (Corcoran, 1981).

Common areas of concern include planning and organization, evaluation of student work, motivation of students, and adjustment to the teaching environment (Johnston & Ryan, cited in Huling-Austin, 1987). Other areas of concern include classroom management and dealing with parents (Barnes and Huling-Austin, in Huling-Austin, 1987).

Veenman (1984) has summarized results of more than 90 studies conducted over the past two decades in several countries into problems beginning teachers perceive in their early years of teaching. The 24 most frequently perceived problems follow:

1. Classroom discipline
2. Motivating students
3. Dealing with individuals
4. Assessing students' work
5. Relations with parents
6. Organization of class work
7. Insufficient materials and supplies
8. Dealing with problems of individual students
9. Heavy teaching load resulting in insufficient preparation time
10. Relations with colleagues
11. Planning of lessons and school days
12. Effective use of different teaching methods
13. Awareness of school policies and rules
14. Determining learning level
15. Knowledge of subject matter
16. Burden of clerical work
17. Relations with principals/ administrators
18. Inadequate school equipment
19. Dealing with slow learners
20. Dealing with students of different cultures and deprived backgrounds
21. Effective use of textbooks and curriculum guides
22. Lack of spare time
23. Inadequate guidance and support
24. Large class size

Some beginning teachers also experience the feeling that any request for assistance may be interpreted as a sign of incompetence (Galvez-Hjornevik, cited in Huffman, 1986). Beginning teachers also have concerns about the possibility of failure, ways to measure their progress, their perception of themselves as a teacher, and their personal career plans.

Our observations and the experience of others show that major concerns of beginning teachers do not remain the same throughout their first period of teaching, nor are they the same for all individuals or groups. Fuller (1969) has noted that early concerns of beginning teachers focus on their adequacy in terms of subject matter and teaching capabilities, finding a place in the structure of the school, and understanding expectations of principals, other supervisors, and parents. Later, concerns tend to shift to pupils and their learning and ways to facilitate this process.

But different stages of concern represent only one dimension of progression in the professional life of beginning teachers. They enter their careers at all stages of ego and cognitive development. At each stage their needs are different, with varying degrees of support and challenge necessary to move on to higher stages of development. Teachers who have reached higher developmental stages demonstrate greater complexity and commitment (Young, 1978; Witherall and Erickson, 1978; Sprinthall, 1979).

Theories of adult development encourage a holistic view of the beginning teacher. An environment which encourages personal and professional growth will support and challenge in a variety of wholesome directions, prescribing neither limits nor boundaries but making it easier for each individual to grow.

The fundamental fact to take into account about beginning teachers is variability. Dropkin and Taylor (1963) point out that the extent of difficulty beginning teachers have with elements on any list of concerns will vary from teacher to teacher. In addition, the extent and nature of concerns will vary between urban and non-urban settings.

While acknowledging evidence about the vulnerability of beginning teachers, Zeichner and Tabachnick (1985) also note that some demonstrate a resilience and firmness under pressures to change. While some attitudes beginning teachers have at the end of student teaching may be abandoned by the end of their first year on the job, there also is research which demonstrates a great deal of stability between student teaching and the end of the first year. Zeichner and Tabachnick (1985) also cite studies which call into question the condition of reality shock for everyone.

Why Beginning Teachers Fail

Inexperience accounts for most of the problems new teachers experience (ERIC Digest, 1986). Generally, initial teacher preparation does not provide experiences in surviving a series of instructional failures, class boredom, or feelings of isolation and entrapment in teaching forever. Initial teaching preparation typically does not enable individuals in training to experience the non-teaching demands of meetings, paper work, supervision of extra class activities and student-parent conferences.

Beginning teachers are at the most vulnerable state in the profession (Hoffman, Edward, O'Neal, Barnes & Paulissen, 1985). Though not the same for each individual, beginning teaching is characterized as a period of stress, anxiety, frustration, and isolation (Huffman and Leak, 1986). Beginning teachers also must learn to accommodate their personal and professional life styles, deal with the enormous time and energy demands of their teaching responsibilities, handle the feeling of being on the low end of the totem pole, and endure a general sense of powerlessness (Griffin, 1985).

There is evidence that what happens early in the classroom of the beginning teacher sets the stage for the entire year (Emmer, Everston and Anderson, 1980). Many probationary teachers end their first year of teaching feeling undervalued and despondent, even though they have completed their first year successfully (Dorner, 1979).

Some beginning teachers feel that they get limited support, and for the most part they see themselves as working things out pretty much on their own (Arends, 1983). Further, beginning teachers express a sense that learning opportunities available to them do not address the problems they are experiencing in the classroom.

Some Promising Ways to Respond

Arends (1983) has observed that the "sheer amount of time devoted to deliberate, professionally related learning by beginning teachers is remarkable." (p. 241). The types of activities which receive the most favorable response by beginning teachers include highly individualized technical assistance, observations of other teachers, and very practical work to solve particular problems and develop classroom materials in clinics and workshops.

Contrary to what might be expected, Arends (1983) reports finding that the further away from the teacher's place of work the support activities were, the more satisfied teachers were with them, and the more applicable to their teaching they found them to be. One explanation for this offered by Arends was the opportunity to interact with a larger community of colleagues and escape the parochialism of daily routines.

Additional information from Arends' work follows:

1. Types of trainers most preferred by beginning teachers were experienced teachers and consultants. College personnel and administrators and curriculum specialists from the school district's central office were least preferred.
2. Learning experiences that had more than one type of trainer --clinics, workshops, and conferences led by teams of consultants or resource people -- tended to receive high ratings of satisfaction.
3. Multiple incentives -- released time; credit; fit with personal interest, etc. provided a higher degree of satisfaction and applicability than activities with single incentives.
4. Different attitudes by beginning teachers exist toward learning experiences if they are engaged in voluntarily in contrast to activities where participation is compulsory.

Myers (1981) has reported types of achievements and activities beginning teachers believe are most significant in helping them adjust to their particular situation and to teaching in general:

1. Achieving status with peers or co-workers.
2. Gaining the attention and concern of the principal.
3. Having ample opportunity to know and understand the local situation with emphasis on general school policies, school facilities, and school routines.
4. Opportunities to make unique and personal contributions to the school.
5. Opportunities to grow personally and professionally.
6. Opportunities to associate socially with peers.

Sources of information and help for beginning teachers and their use of these sources present some important factors to consider. Some research indicates that beginning teachers prefer to get their assistance from experienced teachers rather than from principals (Hermanowicz cited in Newberry, 1978). In addition, there is evidence that experienced teachers are the most frequent source of information for beginning teachers on school rules and routines (Moller cited in Newberry, 1978).

Yet Newberry's work (1978) suggests there is hesitation by beginning teachers to ask experienced teachers for assistance and hesitation by experienced teachers to offer it. Her explanation is that beginning teachers may fear frequent requests for help might be interpreted as their being incompetent. Experienced teachers may hesitate to offer help out of concern that they might seem interfering. Both these feelings could relate to modes of teaching which place a high emphasis on autonomy in selecting and implementing teaching methods.

Griffin (cited in Burch, 1986) suggests some additional things known about school conditions which foster learning for teachers and about providing more effective supervision. Teacher learning is aided where:

1. There is a collegial relationship with the principal.
2. There are clear expectations for students and teachers.
3. Teachers participate in goal-setting and decision-making.
4. Professional collegial interactions are high and not just limited to social congeniality.
5. Mutual adaptation is a norm (not "Here is an idea -- you do it," but "Here is an idea -- you shape it as you work with it").
6. Teacher evaluation programs are consistent, systematic, and related to school goals.

Effective supervision for beginning teachers exists where:

1. There is absolute clarity of expectations.
2. Supervision is characterized by mutual problem-solving.
3. Supervision is specific and focused.
4. Supervision provides rational explanations of "why."
5. There is a focus on the technical core of teaching rather than on teacher control.
6. There is an orientation toward experimenting, reflecting, and continuity.
7. Teachers use their experiences to illuminate solutions to problems at hand.

What is to be made of what we have learned about beginning teachers and their worlds in planning, implementing, and evaluating professional development programs for them? We suggest several things:

- First, the complexity in characteristics of beginning teachers and the complexity of the worlds in which they work suggest effective professional development programs will include more than orientation, assignment of a mentor, and a series of workshops during the teacher's first year on the job.

- Second, there are needs that are uniquely related to the status of a beginning teacher. Some of these needs are personal; others are professional.

- Third, there are different needs among groups of teachers -- those at different grade levels and teaching different subject areas, for example, and different needs of teachers within these groups.

- Fourth, teachers will move through different stages of concern and different stages of intellectual development relating to processes of teaching at different rates.

- Fifth, aggregating reports by or about experiences, feelings, reactions, needs, and interests of beginning teachers should not obscure significant differences among individuals and among school situations.

- Sixth, it is important to create as many personal and professional incentives as possible to motivate teachers to participate fully in professional development opportunities.

- Finally, work on helping teachers develop clarity about standards of accomplishment is essential if they are to build agenda of their own in a continuous process of improvement.

Some Considerations Before Teaching Begins

There is much to consider before a beginning teacher enters the classroom. This chapter includes brief comments on some possibilities in six areas:

1. Developing shared understandings of effective teachers and effective teaching
2. Recruiting and selecting individuals to enter initial teacher preparation
3. Sustaining continuous improvement in initial teacher preparation
4. Recruiting and selecting teachers for employment
5. Making thoughtful assignments of beginning teachers
6. Orienting beginning teachers to assignments, school(s), school district, and community

Developing Shared Understandings of Effective Teachers And Effective Teaching

Shared understandings of effective teachers and effective teaching run through the entire process with which we are concerned, from screening and selecting candidates to enter a teacher preparation program to continuing professional development. Sound criteria for admission to teacher training, the content and nature of learning experiences in initial teacher preparation, the character of programs for beginning teachers, and assessment processes for licensing and employment decisions must be grounded in some shared knowledge and beliefs about effective teachers and effective teaching.

Some characteristics of an effective approach are:

1. There is a broad base of agreement on what constitutes effective teachers and effective teaching.
2. There is continuing work to refine understanding of effective teachers and effective teaching and systematic ways to share emerging knowledge with others concerned with advancing teaching and education.

Recruiting and Selecting Candidates to Enter Initial Teacher Preparation

Generally, considerations for admission to initial teacher preparation concentrate on basic skills reflected in previous academic work, test performance, prior experiences with children and youth, and attitudes or dispositions which suggest that an individual is a good prospect for the profession. Some characteristics of effective programs include:

1. Recruiting and selecting candidates to enter teacher preparation are based on a shared understanding of effective teachers and effective teaching
2. The process of selecting candidates to enter teaching uses valid and reliable measures to predict probable success in teaching
3. Individuals selected to begin teacher preparation are made aware of the special requirements for entering the teaching profession (Schlechty, 1985).

Continuous Improvement In Initial Teacher Preparation

This monograph has emphasized interconnections among a variety of elements in teaching and schooling. Relationships among initial teacher preparation and understandings relating to effective teachers and effective teaching and standards for licensing may seem more obvious than other connections. In addition, we have suggested closer working relationships between individuals responsible for initial teacher preparation and those who define expectations of teachers in schools and evaluate their performance.

There is a substantial body of literature on the content and form of initial teacher preparation, including ways to exercise quality control (Soltis, 1987). Connections between initial teacher preparation and decisions on licensing requirements are illustrated by growing interest in admission-to-practice examinations administered by state educational agencies or some independent state or national board (Defino & Hoffman, 1984).

We believe colleges, schools, and departments of education can become more responsive to opportunities to strengthen initial teacher preparation through effective collaboration with other academic units in their college or university setting, with schools, teacher organizations, and local and state education agencies. Meaningful improvement in initial teacher preparation will be enhanced through effective working relationships with others in planning implementing, and evaluating programs (Staff, 1986 & 1987). Some other characteristics of an effective program are:

1. Actions to improve initial teacher preparation are planned and shaped through deliberations of the teacher education faculty in collaboration with other college or university faculty, students, and representatives from schools, teacher organizations, and local and state education agencies.
2. Planning for improvement in initial teacher preparation is comprehensive in scope and based on a long-range commitment.
3. The planning process produces a shared vision about an ideal program of initial teacher preparation, provides ways to identify and respond to gaps between the ideal and the reality, and arranges priorities in a comprehensive, long-range agenda.
4. Initial teacher preparation is based upon shared understandings relating to effective teachers and effective teaching.
5. There are provisions for faculty development based on what is needed to implement the improvement plan.
6. There are systematic ways to assess progress and accomplishments toward a shared vision of an ideal program of initial teacher preparation and to make adjustments based on what is learned.
7. Faculty and other educators responsible for programs of initial teacher preparation monitor performance of their graduates as one basis for program improvement.
8. Resources for improvement are available and used effectively.
9. Leadership of the college, school, or department conducting programs of initial teacher preparation mobilizes and directs the interests, energies, and talents of faculty, students, and representatives from other organizations and agencies in the improvement program on a continuous basis.
10. There is a climate of openness and mutual trust among individuals working to improve programs of initial teacher preparation.
11. All those working to improve programs of initial teacher preparation have a sense of ownership of the improvement efforts and feel a responsibility to take actions that will move them toward the vision they share.

Recruiting and Selecting Teachers for Employment

The aims of recruiting and selection are to attract and employ high quality teachers with promise of long and successful service to the employing school district. Making sound employment decisions is essential to advance the quality of educational opportunities for children and youth.

Work to produce new understandings and develop better tools relating to the important process of attracting and hiring teachers is substantial (BEST OF ERIC, 1987). Effective and widespread use of better ideas and techniques in recruiting and selecting teachers can contribute significantly to the goals we identified for a successful beginning in teaching and a long productive career.

Some characteristics of effective processes are:

1. Recruiting and selecting processes are based on shared understandings relating to effective teachers and effective teaching.
2. Teachers are employed as early as feasible to give them maximum time to prepare for teaching.
3. Individuals selected for employment are made aware of the special requirements for being selected as a teacher by the employing school district.
4. Employment decisions are based on academic achievement, test performance, sample teaching experiences, interviews, and other factors relating to performance expectations and job-related criteria.
5. Experienced teachers and other educators are involved in the recruiting and selection process.
6. There are systematic ways for those involved in recruiting and selecting new teachers to continue learning about more effective methods associated with their work.
7. Judging the effectiveness of recruiting and selection processes is based, in part, on subsequent performance of individuals who are employed.

Making Thoughtful Assignments of Beginning Teachers

Some factors to consider in making assignments of beginning teachers follow:

1. Difficulty of teaching situations in terms of motivation and ability levels of students, the requirements to move from one classroom to another for teaching, and the number of class preparations.
2. The nature and range of responsibilities for extra or co-curricular activities as they relate to each beginning teacher's interests, skills, and work load.
3. Subject and grade level assignments as they relate to teacher interests and levels of expertise.
4. The nature and extent of responsibilities relating to overall school functioning such as committee work, special duties, etc.
5. Opportunities to benefit from contact with experienced teachers through joint planning periods, location of teaching assignments within the building, and other arrangements that encourage and promote more effective developmental relationships with others.

In addition, assignment considerations during an initial period of teaching might include reduced teaching loads, closer supervision, released time to participate in professional development activities, rotating assignments as part of a formal development program, and additional compensation for inservice activities outside the normal work day.

Some other characteristics of effective assignments are:

1. Assignments of beginning teachers take into account the interests and strengths of each individual.
2. Beginning teacher assignments are made in ways that foster developmental relationships with experienced teachers.
3. The process of defining roles, responsibilities, and expectations of beginning teachers takes into account their experience levels and levels of professional development.
4. There are opportunities and numerous incentives for beginning teachers to participate fully in support activities that foster their continuing professional development.

Orienting Beginning Teachers to Assignments, School(s), School District, and The Community

Orientation of beginning teachers to assignments, the school(s) in which they will work, the school district, and the community is not something accomplished adequately in a single session prior to the beginning of the school year. Orientation is a process that begins during the recruiting and selection process for employment. It is a continuing function whereby all teachers are kept informed of emerging developments relating to specifics about their work and to education generally.

Orientation can be merged productively with support activities to advance subject matter and pedagogical knowledge and to build professional skills. A useful guide for making decisions about content, methods, participants, and timing of orienting new teachers is clarity of purpose -- to help new teachers make a successful beginning. Some aspects of working toward this goal relate to orientation to the social or human elements associated with the beginning teacher's work. Others are technical and professional.

The content and the nature of effective orientation activities will be developed productively through the work of the building administrator and other supervisors, experienced teachers and beginning teachers.

Some important elements to be covered in orientation sessions are:

- Job description
- Specifics of the assignment(s)
- Nature of the school(s)
- Pupils and the community to be served
- History and philosophy of the district
- History of the community, its customs, values, and expectations
- School and district policies, procedures, and routines (ranging from discipline procedures and grading policies to policy and methods of evaluating teachers and contacts with parents)
- The school calendar
- Layout and facilities of the school building or buildings
- Courses of study, textbooks, and supplementary materials
- Testing programs
- Details of purchasing supplies and equipment
- Special service personnel
- Employment benefits and processes
- Career Opportunities

- Staff Development, including expectations and opportunities relating to an initial period of teaching
- Other continuing education opportunities

We believe orientation is a continuous process beginning with the first written or personal contact a teacher has with a school or school district. The earliest feasible employment and assignment will make it possible to conduct more orientation before school begins. However, demands placed on new teachers prior to school starting and in the early weeks and months of teaching need to be balanced with other responsibilities of beginning teachers.

Orientation is more than acquiring knowledge and skills. Orientation provides opportunities to create and strengthen developmental relationships with experienced teachers and other educators and to become better acquainted with students, parents, and other individuals in the community.

It seems advisable to involve a wide range of individuals in orientation of beginning teachers because their expertise is needed early in a teacher's career and because of their continuing value as sources of information and support. A reasonable format and schedule would include opportunities for beginning teachers to meet and learn from experienced teachers, building administrators, special service personnel associated with the school and district (librarians, counselors, psychologist, nurses, and others), administrative staff members from the central office, the superintendent, members of the board, parents and others from the community, students, representatives of teacher organizations, individuals from nearby colleges and universities, representatives from intermediate and state education agencies, and other beginning teachers.

An effective orientation planning process will include opportunities to identify and respond to new issues and concerns that may emerge during an initial period of teaching. Thoughtful listening and formal feedback processes will help accomplish this.

Some additional characteristics of effective orientation are:

1. Orientation activities for beginning teachers are planned, implemented, and evaluated through involvement of a wide range of different individuals.

2. Orientation of beginning teachers takes into account their immediate and continuing needs for information and support.

3. Opportunities are created through orientation to build developmental relationships with experienced teachers, other educators, and with other beginning teachers.

4. Provisions are made in orientation to identify and respond to new issues and concerns that may emerge prior to and during an initial period of teaching.

5. Orientation activities for beginning teachers deal with the full range of influences on teaching and schooling -- the students, the school, the school district, the community, the teacher assignment, teacher organizations, the state education agency, and institutions that provide initial teacher preparation.

Mentoring, Peer Support Groups, and Other Developmental Relationships

Our experiences with professional development programs for beginning teachers, and what we have learned from others, have emphasized mentoring as a primary developmental relationship to provide information, professional guidance, informal appraisal and feedback, and emotional support. A second developmental relationship on which we have concentrated is the peer group of beginning teachers.

In addition, we have made efforts to create a broader range of social networks in order to provide developmental support for beginning teachers. We have involved supervisors and other central office personnel on an organized basis in support activities for beginning teachers so that the beginning teachers can become personally acquainted with these personnel. We have worked to draw more experienced teachers into social and professional activities for beginning teachers. We have included officials of teacher organizations in planning, implementing, and evaluating professional development programs for beginning teachers.

Our perspective has been on developing connections between beginning teachers and a wide variety of individuals who can contribute to the new teacher's success. In addition to persons within the educational enterprise, these social networks include relationships with persons elsewhere in the community, such as individuals related to the beginning teacher's subject area, or community support agencies, such as children's services. We encourage systematic attention to developing a broad range of developmental relationships. However, we have concentrated in this monograph on mentoring and peer support groups.

Mentoring

A mentor can help the new teacher clarify his or her view of the profession and understand and cope with the inevitable uncertainties of teaching. Mentoring offers personal and professional support to help the beginning teacher overcome any feelings of isolation and to develop a commitment to the profession. The mentor's role includes sharing in and encouraging the dreams of his/her protege. A mentor provides access to the school's organization and opportunities to observe and participate on committees and special projects. Mentors help their proteges understand the politics of the organization, provide information about the school, district, and community, and fortify the beginning teacher's self-esteem.

Some activities of beginning teachers that may be supported by mentors include:

1. Working with adults -- parents, administrators, aides, and other teachers.
2. Refining a theoretical framework from which to work.
3. Developing skills necessary to transfer pedagogical knowledge into appropriate teaching practices.
4. Strengthening analytical and evaluation skills necessary to maintain a high level of proficiency in a changing profession.
5. Developing professional attitudes.
6. Dealing with personal life adjustment matters.

Tactics and strategies of effective mentoring include:

1. Making an initial contact with the protege in an informal setting such as lunch or dinner.
2. Maintaining daily contact with the beginning teacher to help deal with day-to-day anxieties.
3. Introducing the beginning teacher to other faculty members and individuals within the building, district, and community.
4. Showing the protege around the building and the community.
5. Providing information about building resources and the general culture of the school and the community.
6. Agreeing on specific times for weekly sessions to reflect on progress and problems encountered during the week.
7. Developing a written plan for working on specific areas of professional concern.
8. Visiting the classroom of the protege in non-evaluative situations to provide encouragement, demonstrations, and feedback.
9. Sharing with the protege areas where the mentor is experiencing difficulty and working collaboratively on a solution.
10. Agreeing on the role and level of involvement of the mentor.

11. Setting specific goals.
12. Being open to what is necessary at various times of the year.
13. Taking time for the mentor and protege to exchange views about how things are going and what is needed.

Selecting Mentors

Who should be a mentor? What qualities and conditions seem to positively influence the mentor-protege relationship? There is no one "ideal mentor" who will possess all the essential qualities. The greater the number of desirable characteristics present the more likely the mentor-protege relationship will result in positive and productive experiences.

Several traits that positively influence the mentor-protege relationships are known. Proteges have described successful mentoring in terms of caring, helpfulness, genuine interest, friendly and outgoing attitudes, patience, and influential behavior (Gehrke and Kay, 1984). Nollen (1982) has suggested that successful mentors have an overall positive attitude that includes open-mindedness, creative problem solving, effective communication, confidence, risk taking, and flexibility.

Several conditions bear on the positive influence of mentoring:

1. Age

Effective mentors tend to be older than their proteges, usually between 8 to 15 years older. A greater age span than this runs the risk that relationship between mentor and protege may take on characteristics of parent and child. Age difference of fewer than eight years usually develops into collaborative co-workers arrangements, or intimate friends, but the mentorship aspects tend to be minimal (Levinson, 1978).

2. Gender

Same-sexed mentorships tend to be more positive than male-female mentorships. Kram (1983) has reported that female proteges often experience over-protectiveness, greater social distance, and general discomfort in male-mentored relationships. Hunt and Michael (1983) have observed that in the male-female mentorships, both participants must deal with sexual tensions and fears, public scrutiny, and stereotypical male-female roles.

3. Trust

A mentor must have an ability to work with the protege in a relationship based on mutual trust and respect. Mentor and protege must have a belief in one another's ability to perform competently (Zey, 1984).

4. Successful Teacher

Mentors generally are perceived by the school principal as successful teachers (Huling, Barnes and Smith, 1985).

5. Similar Ideologies

A more positive experience is likely to result when the beginning teacher and the mentor have compatible ideologies about teaching and learning (Huling, Barnes, and Smith, 1985).

6. Willingness

More effective mentoring is likely when the mentor voluntarily wants to be a part of a mentoring relationship (Phillips-Jones, 1983).

7. Common Interest

A mentor who teaches the same grade levels or subject matter within the same building as the protege is highly desirable (Huffman and Leak, 1986).

8. Time

Adequate time for discussion and reflection are necessary for effective mentor-protege relationships (Huffman and Leak, 1986).

Some Benefits to the Mentor

Levinson (1978) has referred to mentoring as the essence of adulthood. Rogers (1958) has written that "the degree to which I can create relationships which facilitate the growth of others as separate persons is a measure of the growth I have achieved myself." (p. 15)

Mentoring is a basic form of education for adult development. It provides a holistic, yet individualized approach to learning based on an experience model (Lester, 1981).

Erickson (1963) has pointed out that the process of mentoring can save the seasoned teacher from stagnation, a phase of ego development generally reached between the ages of 30 to 45. The mentoring process can foster regeneration by creating the environment for successfully working through the phase of development where the middle-aged individual feels concern for the upcoming generation of young adults.

Kram (1983) has reported that the mentor function provides for challenge, creativity, and stimulation as individuals become "senior adults" with wisdom to share. O'Neil's (1981) inquiry suggests two basic positive aspects of mentoring: (1) seeing the career and intellectual growth of the protege, and (2) providing mentors with incentives to keep on the cutting edge of developments in their field.

For the seasoned teacher the mentoring environment often provides the necessary impetus needed to complete work and the creative stimulation to develop new ideas. The protege is often the source of new perspectives and creative awakening. Mentoring within a school and school district can enhance the quality of the faculty and personalize the learning of the beginning teachers.
Levinson (1978) offers a perspective on mentoring that focuses on the personal benefits to the mentor:

"There is a measure of altruism in mentoring -- a sense of meeting the obligation, of doing something for another human being. But much more than altruism is involved: the mentor is doing something for himself [herself]. He [she] is making productive use of his [her] own knowledge and skill of middle age. He [she] is learning in ways not otherwise possible. He [she] needs the recipient of mentoring as much as the recipient needs him [her]. It is time that this simple truth becomes more widely known."

Training of Mentors

An important component in developmental relationships for beginning teachers is provision of training and support for mentors and prospective mentors. We encourage including the functions of introducing and guiding new teachers in inservice training for master teachers even though they may not have a protege or anticipate one immediately.

Some elements to consider in the training process to help mentors and prospective mentors define and implement their roles are:

1. Understanding leadership role as mentor
2. Adult development
3. Adult learning
4. Effective teaching strategies
5. Utilization of observation systems
6. Coaching techniques
7. Understanding problems and concerns of the beginning teacher
8. Helpful communication and support strategies

Peer Support Functions

Small school districts employ a limited number of new teachers each year, and beginning teachers in large districts generally are assigned to different schools. As a consequence, beginning teachers typically have limited opportunities to interact with one another.

One response to this circumstance is to arrange for peer support functions within a district or several districts. This might be done in association with some continuing professional development program or as an independent support group for beginning teachers. In either case, the aim would be to create opportunities for beginning teachers to meet on a regular basis to share concerns and to draw on one another's experiences and expertise, to provide feedback on personal and professional development plans and progress, and otherwise to learn from one another. In addition, peer groups can provide psychological support to sustain each beginning teacher's commitment to meeting personal and professional challenges.

Some requirements for effective peer support functions are:

1. Beginning teachers meet on a regular basis to share concerns, produce alternative responses to problems, and provide feedback on teaching and on personal and professional development plans.
2. In addition to regular meetings, beginning teachers plan inter-school visits, arrange for telephone contacts with one another, exchange letters and other materials, and consider other forms of communication for sharing.
3. Support groups of beginning teachers foster greater understanding of teaching and personal and professional development by highlighting early successes and sharing and evaluating problems. A useful strategy is to have beginning teachers write down and share ideologies relating to education and teaching.
4. The peer support function for new teachers provides opportunity to develop a pool of resources about teaching and personal and professional development, keeping the resource pool up-to-date, and encouraging beginning teachers to draw on these resources.
5. The agenda for peer support group meetings gives systematic attention to creating and sustaining a climate of openness, trust, and mutual assistance and encouragement for each teacher's growth and development and for advancement of the group.
6. Members of the peer support group exercise leadership in decisions about what they do, who they involve, when and where they meet, what the agenda will be, and how they study and learn from group processes.
7. Beginning teachers are used as resources for one another in assessing progress in teaching and in personal and professional development.
8. Information about aims and achievements of the beginning teacher support group are shared with others in ways that document the group's contributions to improvement in teaching and to personal and professional development.

Some characteristics of effective developmental relationships are:

1. There is a shared vision and a comprehensive set of goals and processes.
2. The vision of developmental relationships for beginning teachers has top-level endorsement and support within the school and school district.
3. Mentoring programs, peer support group functions, and other developmental relationships are provided for beginning teachers to advance their personal and professional interests.
4. Incentive systems encourage broad involvement in developmental functions for beginning teachers.
5. Provisions are made to help all individuals to learn about creating positive developmental relationships.
6. Sufficient time is provided for beginning teachers to meet with one another, with mentors, and to observe and meet with other experienced teachers.
7. Mentoring and other developmental relationships take into account the consequences of removing the most able teachers from classrooms and their work directly with children.
8. Criteria for selecting mentors are based on understandings from inquiry and experience.
9. Mentors are assigned on the basis of what is known about productive relationships between mentor and protege.
10. Mentors are provided information and training on a continuing basis.
11. Released time and other supportive arrangements are provided for mentor development and for mentor-protege relationships.
12. Contributions of mentors and other developmental relationships are valued, recognized, and celebrated.
13. Design and development of mentoring programs take into account the interests and needs of mentors as well as interests and needs of proteges.
14. Provisions are made within the school and the district for all experienced teachers to know about and consider a mentor relationship.

Other Support Activities During an Initial Period of Teaching

It is our belief that professional development is a continuous process starting with initial preparation. The aim is improvement throughout a teacher's years of service. Among other goals, support is aimed at increasing the probability of success of beginning teachers in their initial and subsequent years and enhancing the likelihood that capable individuals will remain in teaching for a career. Work toward this goal includes providing information, offering knowledge and skill development opportunities, and providing personal support and encouragement.

Support activities are directed toward helping new teachers achieve success as quickly as possible so that they do not become frustrated and leave the profession. Support includes building the new teacher's positive self regard and an expectation of success -- feelings of personal and professional well being.

We believe adequate support requires more than an orientation, designation of a mentor, and a series of workshops during the first year of teaching. Meaningful support will address the nature of assignments and other activities that improve the quality of life in schools; it will also include attention to the rewards in education.

Sound professional development programs include in their design the flexibility to accommodate different stages of teacher development. One aspect of developmental stages relates to teacher concerns. As we have noted, our experiences working with beginning teachers and reports by others demonstrate that the most pressing issues on which beginning teachers believe they need the most help prior to the beginning of school and in their early weeks of teaching will not necessarily be the same after several months on the job. Shifts in these concerns are rather easy to detect in individual teachers and can be accommodated.

It is more complex to identify and respond to different stages of a teacher's cognitive and ego development -- the progress in a teacher's move from "simplistic and noncreative thinking to advanced stages of analytic and flexible thinking" (Glassberg cited in Odell, 1987, p. 71). Teachers' actions reflect their theories and values. Patterns of teaching behavior and educational beliefs are associated with differences in the developmental stages we described in Chapter I. Teachers who have reached higher developmental stages demonstrate greater complexity and commitment (Witherall and Erickson, 1978).

Groups of beginning teachers will not progress through either set of stages uniformly. There will be some concerns in common but there also will be differences, and different concerns will emerge at different times (Fuller, 1979). Teachers will vary in their abilities to use a wide range of teaching strategies in thoughtful ways at different rates.

Differing rates of teacher development means different time periods required for the transition into a comfortable and competent teacher. It is difficult to predict either the rate or sequence of these stages. As a consequence, we believe effective planning for professional development will remain flexible to respond to what is needed at the time it is needed by different beginning teachers. Sound programming is open ended and deals with problems and concerns of specific individuals and responds to interest and needs that are shared.

One challenge is finding alternatives to the tendency to tell beginning teachers what they're not doing or not doing well. We believe this tends to diminish rather than build up a sense of efficacy.

What makes sense to us is something like a wellness model. We envision a process of intervention focused on talking with beginning teachers about what they're doing right and helping them understand why. What is important is to get beginning teachers to know what they are trying to do and why, to understand where they are trying to get to, and to provide some insights and new techniques for doing so.

We believe this process will help build a common language for talking about the new teacher's dreams or visions -- approaching an ideal. Many beginning teachers will experience success with much of what they are doing. We suggest a process that gives positive feedback to help build recognition of what is being heard in conversations and to further strengthen recognition of what might be possible.

We propose a reflection model that gets beyond what people produce in a typical needs-assessment format. We suggest a process of reflection, differentiation, integration, experimentation, risk taking, and change which will lead to a personal agenda and create an investment in that agenda by the beginning teacher as a fundamental incentive. This process of professional development will be most effective in an environment of support and challenge. These characteristics can be achieved through planned variations that complement or supplement the beginning teacher's capabilities in their efforts to achieve more effective personal and instructional skills (Carrier and McNergney, 1981).

Our profession advocates that teachers identify and meet the needs of their students. Yet instructional settings for teachers often give no assistance in identifying and meeting their own personal needs (Flanders, 1980).

An effective environment for teachers' development will reflect the way they are expected to interact with their students. "Treating teachers as real people with unique capabilities seems a matter of doing what is necessary to keep the best teachers best and to help the good ones get better" (Galloway, 1980, p. 233).

The process of reflection is one of the strongest ways to enhance an environment to encourage personal and professional development (Sprinthall, 1979). Through use of the reflection model a teacher explores the reliability and worth of knowledge and ideas, beliefs, and values presented, testing their value in terms of one's perspective. Reflection "is a sta[illegible] doubt, hesitation, perplexity, and mental difficulty, in which thinking originates" (Dewey, 1933). Reflection is the element in learning that allows for growth and individual choice.

The reflection process will lead the beginning teachers toward:

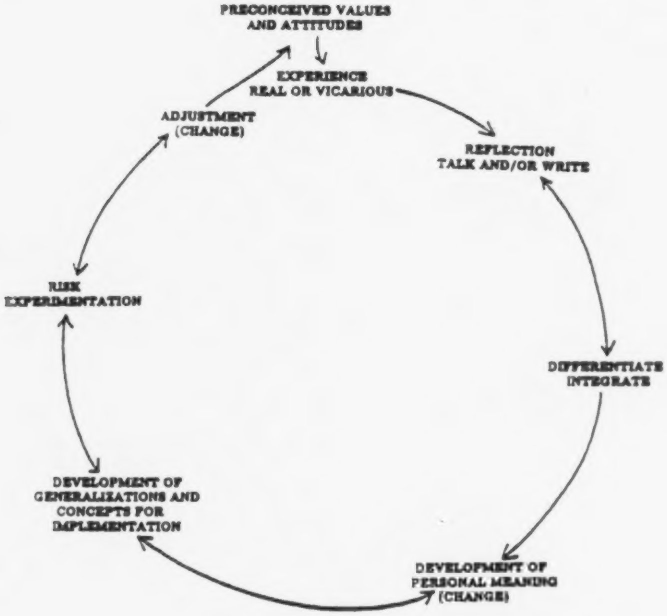
1. Understanding themselves and how they fit in various situations
2. A philosophy of teaching and learning
3. Development of a personal teaching style
4. Acceptance and respect of themselves

Reflection will allow beginning teachers to exercise value judgments and evaluate their efforts. The process will allow time and space to assert personal identity and feelings. It will help integrate the professional experience with the personal (Auer, 1981).

Reflection will provide beginning teachers time to analyze an experience for its meaning to them and to teaching. It will encourage beginning teachers to express themselves, learn about the make-up of their own minds, integrate their general and professional education, and integrate their own personal and academic experiences.

One way to support reflection is shown in an Experience-Reflection Model of Self Development (Figure 1) which we adapted from Kolb & Fry (1975). This model is not for dispensing information. Instead, it will provide an environment of personal significance and meaning through reflection, allowing for differentiation and integration. In this way, learning will become part of individuals and their development through awareness that leads to higher levels of effectiveness.

For development to occur, the beginning teacher must be willing to engage in reflection that will help him or her become more aware of aspects of his/her personality and how they affect the teaching function. Unless individuals have knowledge of their preconceptions and internalized values, the effectiveness of support methods may be limited.


PRECONCEIVED VALUES AND ATTITUDES
EXPERIENCE REAL OR VICARIOUS
REFLECTION TALK AND/OR WRITE
DIFFERENTIATE INTEGRATE
DEVELOPMENT OF PERSONAL MEANING (CHANGE)
DEVELOPMENT OF GENERALIZATIONS AND CONCEPTS FOR IMPLEMENTATION
RISK EXPERIMENTATION
ADJUSTMENT (CHANGE)

(AUER, 1984 - AN ADAPTION OF KOLB AND FRY, 1975)
FIGURE 1

Change is facilitated through synthesis of past and current practices in the light of one's values and understanding (Lortie, 1975). Teachers as students may "often just conform, even play the system, but . . . not allow the knowledge presented to them to make any deep impact upon their view of reality" (Barnes, 1982, p. 17). We believe the Experience-Reflection Model of Self-Development provides the vehicle for this achievement.

Another value provided beginning teachers by reflection is the opportunity for self-acceptance. There is a strong relationship between acceptance of self and acceptance of others (Doherty and Parker, 1971). "If one would know what he thinks about [himself] and how [he] feels about [himself], let [his] glance turn to others, for the kinds of thoughts and feelings he has with regard to others are likely in one way or another to reflect his attitudes toward himself" (Pine and Boy, 1971, p. 46). This Experience-Reflection Model permits individuals to identify their feelings about themselves and about others helping expand their self-awareness.

This concept of self-awareness is important in teacher effectiveness. Ryan (1980), Moustakes (1959), and Jersild (1955, 1969) believe that the only way a teacher can better understand students, and thus be more effective, is to first understand self. Jersild (1969) expresses the idea that the best way to learn what lies hidden in the secret self of someone else is to inquire, "What lies hidden within me?" He believes that the voice of self is a universal language. "The closer any human comes to the knowledge of himself the more he is in touch with the core of humanity which he shares with all others" (Jersild, 1969, p. 280).

The Experience-Reflection Model of Self-Development presented provides the opportunity for personal and professional development -- to examine doubts and inadequacies regarding the role of teacher, to examine the values and attitudes connected with the role. It is the person inside the teacher who ultimately controls the role of the teacher.

The Experience-Reflection Model can be implemented in programs for beginning teachers through journal keeping, critical-incidence reporting, and systematic reflection (See appendix).

Implications for Support Activities

How can an environment be established that will encourage personal growth? What kind of structure will enable instruction and interpersonal interactions to foster growth?

The role of individuals providing support activities will range from knowledge and socialization, to that of role models helping to develop cognitive skills and mastery, to facilitators of personally relevant, transforming knowledge.

A frequently used teaching method is the lecture and assessment. This basically meets the needs of individuals at the conformist stage of ego development or lower, in which the instructor is the transmitter of knowledge, functioning as the judge and certifier of a participant's mastery.

Rather than the limited instruction method of lecture and examination, Weatherby (1981) and Lindquist (1981) recommend methods that involve discussion and other forms of active participation requiring individuals to make decisions about goals, activities, and standards or methods of evaluation more suited to persons beyond the conformist stage. These instructional methods are more likely to create the interpersonal interactions and self-questioning that facilitate growth.

Chickering (1976) supports an experiential model of instruction which permits individuals to live through various work settings and social situations, and then to enlarge their perspectives on those situations by systematic observations, reading, discussion, reflection, and self-observation. This type of learning situation provides for interpersonal competence, development of purpose, and expansion of caring (Kolb, 1981).

An experiential learning approach seeks to integrate cognitive and socio-emotional factors. It is a model of the learning process that is consistent with the structure of human cognition and the stages of human growth and development. It is an approach that will help beginning teachers to reorganize their ideas on the basis of new experiences and to develop personally generated insights and paradigms (Weatherby, 1981). Such a process is necessary for real change to occur within each individual.

Here is a list of support attitudes and activities for beginning teachers which we believe will lead to their development:

- Allowing beginning teachers to make sense of how they fit and contribute to the whole.
- Accepting beginning teachers as people with vast experiences and knowledge that will contribute to the whole of others.
- Trusting that beginning teachers want to learn all they can -- be the best they can -- if they are to see the meaning of a subject or concept.
- Allowing meaning to emerge for new teachers in their own system of beliefs and values.
- Providing learning for beginning teachers within a meaningful context which allows information to become internalized by individuals and to create change as they effectively use information.
- Providing an environment for beginning teachers to risk and test themselves so they become more aware of others and more accepting and supportive of each individual in the environment.
- Providing a sense of importance that can be experienced and passed on to others.
- Strengthening professional commitment through a new awareness of one's self within the context of the profession.
- Fostering self awareness so beginning teachers see themselves as a strong part of the whole of things rather than seeing the whole superimposed on them.

Participants in planning, implementing, and evaluating professional development programs for beginning teachers

We suggest a broad base of participation:

1. Experienced teachers
2. Administrators
3. Supervisors
4. Special service personnel
5. Teacher educators
6. State education agency personnel
7. Professional association representatives
8. Beginning teachers

Possible arrangements to strengthen the capacity of experienced teachers and others to be of assistance

1. Reduced work loads for mentors
2. Limited case loads for supervisors with responsibilities for beginning teachers
3. Special training for mentors and other experienced teachers and educators about needs of beginning teachers and ways to help meet them

Support that might be included in an initial period of teaching

1. Opportunities for observation and practice under direct supervision of experienced teachers
2. Counseling and review of practice.
3. Formal instruction on principles and theories relating to learning and teaching through lectures, seminars, clinical conferences, and other means
4. Opportunities to use data about students for diagnostic purposes and to make teaching decisions
5. Increasing responsibility for student learning
6. Opportunities to learn about working with a variety of students of differing abilities, learning styles, motivations, and stages of cognitive development
7. Clinical experiences supplemented with guided instruction and coaching
8. Opportunities to reflect on their teaching and its effects on learners
9. Assistance in expanding their range of techniques and appropriateness to the teaching process
10. Building skills in managing the learning process by observing and working with students
11. Opportunity to experience selecting materials and to use diagnostic and assessment tools
12. Experience in designing and implementing teaching strategies under the counseling and guidance of expert practitioners
13. Continuing evaluation
14. Counseling and advisement on improving instruction
15. Mentor, peer support, and other developmental relationships and activities

16. Information regarding staff development opportunities when competencies are below recommended levels

17. Deficiencies identified, possible remediation suggested, and plan with objectives and strategies. Systems for monitoring whether the teacher acts on recommendations and for monitoring the quality of achieving specific recommendations

18. College or university coursework expressly designed for new teachers

19. Released time

20. District or multi-district plans provided expressly for beginning teachers

21. Detailed plans for continuing professional development by each beginning teacher

22. Funding to pay faculty members who work with beginning teachers

Our discussion in this section has dealt with relatively formal program components and activities. There also are productive ways to strengthen less formal sources of support for beginning teachers (Grant & Zeichner, 1981):

1. Making professional books and articles available for teachers to read and citing other publications of special interest

2. Developing commitment among all teachers to exchange information and materials with their colleagues

3. Developing a sense on the part of teachers and others of the importance of listening

4. Creating opportunities for beginning teachers to make personal as well as professional friends

5. Expecting and making provisions for teacher organizations to foster professional interests, skills, and commitment to the profession

6. Providing information that beginning teachers might share with their families to enhance understanding of education, the role of teaching, and the special worlds of beginning teachers.

7. Providing encouragement and opportunities for faculty from colleges and universities to become involved in working to help beginning teachers clarify and pursue their career interests

8. Providing opportunities for supervising or cooperating teachers in initial teacher preparation to continue contributing to the career advancement of beginning teachers

Other characteristics of effective support programs include:

1. Support activities are based on shared understandings of effective teachers and effective teaching.
2. Professional development activities for beginning teachers are directed toward widely understood and shared expectations.
3. Programs for beginning teachers are organized, coherent, and continuous.
4. There are provisions to strengthen the basic skills, subject matter and pedagogical knowledge, and teaching skills of all beginning teachers.
5. Activities are provided to introduce new knowledge and build teaching skills in response to individual needs.
6. Additional training is provided in specific instructional methods and materials associated with particular assignments, schools, and/or school districts.
7. Attention is given to knowledge, attitudes and skills appropriate for specific school and classroom situations.
8. Each beginning teacher's program of professional development is based on specific learning objectives.
9. Beginning teachers are involved in decisions about their professional development activities.
10. Beginning teachers are involved in continuous assessment of their professional growth.
11. Professional development plans of beginning teachers take into account their long-term career goals.
12. There is a comprehensive and continuous evaluation plan associated with professional development programs for beginning teachers.
13. Beginning teachers increasingly become thoughtful students of teaching and its improvement.
14. Beginning teachers increasingly accept responsibility for their continuing professional growth.
15. Continuing teacher education is accepted as a responsibility shared by schools, school districts, teacher organizations, colleges and universities, and state education agencies.
16. Professional development activities are oriented toward achieving success with every beginning teacher.
17. Assessment processes are diagnostic.
18. Progress and accomplishments of beginning teachers and others associated with professional development programs for new entrants to the profession are acknowledged and celebrated.

19. Means are provided to closely monitor the effects of demands of professional development activities on burdens of beginning teachers.

20. There is a systematic process to gather and use information about each beginning teacher's progress to improve development programs for others just entering the profession.

21. There is an overall evaluation plan to improve operations of the overall program for beginning teachers.

22. Professional growth programs of beginning teachers are related to curriculum and program needs of the school settings where they work.

23. An initial period of teaching includes opportunities to learn principles and theory, see demonstrations of effective teaching, and experience -- with coaching and feedback -- application of principles and theory.

24. There are opportunities for teachers to reflect upon and analyze their teaching and expand their range of teaching techniques and strategies.

25. Professional development activities planned for beginning teachers take into account their different needs and interests, their different stages of concern, and their different stages of professional development.

Making Decisions on Certification, Licensing and Continued Employment

Assessment and evaluation activities have the goal of retaining competent teachers, a goal also addressed by support activities that help improve knowledge, and attitudes.

Assessment and evaluation processes identify and counsel out of the profession individuals who do not show promise, after help, of being successful. Support, assessment, and evaluation help insure that individuals who have the background ability and personal qualities to become effective teachers remain in teaching and continue to grow personally and professionally, while those who do not have these capabilities are excluded from continuing.

In the school districts where we have worked, assessment to make decisions about continuing employment of beginning teachers has been handled by a process separate from the support programs we have dealt with. Evaluation of their performance, however, has always been high on the list of concerns of beginning teachers. In response, our support activities have included attention to performance assessment questions and procedures that relate to certification and employment. A typical concern is how formal or informal judgments by teacher mentors about the performance and potential of beginning teachers might or might not fit with judgments by building administrators and others responsible for employment decisions.

We have not been in situations where assessment of teacher qualities and teaching performance after employment is required for a full or standard license, through this is the case in some states (Defino & Hoffman, 1984).

However, state education agency interests in goals that relate to initial teacher preparation, teacher quality, performance on the job, and the functioning of schools have been evident in policy and program initiatives relating to beginning teachers programs in which we have been involved.

Successful completion of an approved teacher education program as the sole requirement for full licensing of teachers is under review or modification in a number of states. Additional elements required or being developed for full or standard license include capabilities in basic skills, competence in subject areas for which the license is sought, adequate professional knowledge, and satisfactory demonstration of teaching skills.

Questions about validity and reliability and concerns about the narrow scope and other limitations of current methods of assessing teacher qualities and performance have prompted several new developments. State education agency efforts to develop teacher-licensure tests to measure how well beginning teachers can apply what they know about teaching include a joint effort of California and Connecticut (Plan to Develop Teachers, 1987). The search in these two states for more effective ways to measure teacher knowledge and abilities for licensure parallels work of a Carnegie Corporation sponsored project at Stanford University to create assessment methods to help meet needs of the recently created National Board for Professional Teaching Standards, Inc. (Carnegie Unveils Makeup, 1987).

The Stanford research team is working on sample exercises to help make judgments about teaching. The aim is to produce exercises that look more like teaching than tests currently available (Carnegie Funded Project, 1987). Prototypes of assessment exercises in two areas -- capacities needed to teach fractions to elementary school students and the American Revolution to high school students -- are expected to be completed by the end of 1987 along with other reports relating to assessment of teaching.

Work in Connecticut illustrates the scope of emerging activities which link assessment and professional development of beginning teaching. In that state, semi-structured interviews being developed to probe a teacher's knowledge about sequencing lessons, helping students understand errors in their work, and other teaching tasks; these interviews will be one component of assessment and support activities for new teachers.

Requirements for an initial teaching license in Connecticut will include passing a basic skills test and a subject matter test in the candidate's speciality. A mentor and other support activities will be provided during an initial period of teaching. Results of performance in the semi-structured interviews and classroom observations to assess on-the-job performance will be used to help make judgments about whether a person can continue teaching.

Fourteen national organizations are sponsoring work of the Joint Committee on Standards for Educational Evaluation to advance licensing and employment practices. The committee is nearing publication of standards that state education agencies, school districts, and others could use to assess their programs for evaluating teachers and other school personnel. A recent issue of Educational Leadership (Brandt, 1987) is devoted to evaluation of teaching. As we suggested in the introduction, relationships between the process of confirming that qualifications to teach have been met -- certification -- and the granting of permission to practice by a state agency -- licensure -- are likely to become increasingly important in the future. Connections among certification, licensure, the nature of beginning teacher assignments and roles, professional development for new entrants to the profession, and decisions about their continued licensing and employment pose numerous policy and technical questions.

A general tendency in the past has been to make few if any distinctions in licensing, assignments, responsibilities, classification, or professional development activities between beginning teachers and teachers with more experience. The possibilities for the future include making distinctions among all these factors based on assessment technologies, experience, and levels of professional development.

We have drawn on two major sources in identifying policy and technical questions raised in this chapter and possible responses to them. One source is the report on a national survey of program activity in teacher induction by Defino and Hoffman (1984). We also drew heavily on ideas in a RAND Corporation publication by Wise and Hammond-Darling (1987) on assessing teaching skills of beginning teachers.

A continuum of requirements relating to an initial teaching license is listed below. A full license might be granted at the completion of any phase:

1. Successfully complete an approved program of teacher education
2. Pass state or other required tests in reading, writing, math, and other basic skills
3. Pass an examination in the subject matter for which a license is being sought
4. Pass an examination in professional knowledge
5. Successfully complete an internship or other closely supervised period of initial teaching

6. Successfully demonstrate the capability to apply knowledge in day-to-day teaching during an initial teaching experience

7. Successfully demonstrate satisfactory levels of professional knowledge and teaching skills following an internship or other initial teaching experience

Possible relationships between personnel who provide support for beginning teachers and those who make decisions for licensing and/or contract renewal

One point of view in education is that there should be a separation of personnel with responsibilities for professional development of teachers from those associated with evaluation roles. How separate personnel with these different functions ought to or can be, however, is not clear. It may be possible for the functions of development and evaluation to be mutually supportive.

One purpose of assessment focused on individuals is to help make decisions about continuing professional development. A main purpose would be to collect information for making judgments about designing learning experiences.

During this formative process of evaluation by supervisors and other individuals there may be, in regard to some beginning teachers, incidents or levels of performance which raise questions about the adequacy of their knowledge or skills. While this information would help in planning professional development, it seems reasonable to make such information available also to those who make judgments about licensing and/or continuing employment.

There are other possibilities for combining support and evaluation. An extensive study of the program for beginning teachers in Toledo, Ohio, by the Rand Corporation found that neither new teachers nor mentors found assistance and evaluation to be incompatible (Rauth & Bowers, 1986).

Whatever relationships between support and evaluation are chosen, making them known to mentors, building administrators, supervisors, beginning teachers, and others will help overcome uncertainty in an area of high concern to new teachers and to those who work with them.

Special provisions that might be made for internship programs or other early work experiences of beginning teachers

We included in Chapter II some considerations in making assignments of beginning teachers. In addition to the nature of students to be taught and interests and experience of new teachers, special considerations for teachers in an initial teaching experience might include:

1. Reduced teaching load
2. Closer supervision
3. Rotating assignments
4. Special classification and level of pay
5. Released time for professional development activities
6. Financial support for tuition and other costs of special inservice
7. Additional compensation for activities during non-school time

Developing an internship or other closely supervised period of initial teaching

One approach would be for state education agencies to mandate specifications at various levels of detail to be implemented by school districts in collaboration with other interested organizations. Developing, implementing, and evaluating such programs are likely to be done through the leadership of school districts because they employ beginning teachers or interns. Also, school districts have the students, classrooms, and personnel to provide experiences of teaching.

Multi-district programs might be developed through leadership of one local district, an intermediate education agency, a teacher preparation institution, a teacher organization, or some other agency or consortium. It also may be possible for an internship or other closely supervised period of teaching to be operated in some fashion directly by a state education agency.

Another possibility would be to create professional development schools especially for beginning teachers. These might be schools that serve new teachers in large districts that also contract to serve beginning teachers hired by other districts.

Operating internships or other closely supervised early teaching experiences

One option for any initial period of teaching would be a regular teaching assignment within a local district as an employee of that district. Another would be for selected districts to operate professional development schools or internship programs. Universities might operate development schools or intensity programs. Internships or professional development schools would likely require review and approval by the state education agency.

Funding internships or professional development schools

The possibilities include:

1. Direct grants from the state
2. Special funding included in the state support formula weighted for responsibilities in sponsoring professional development schools.
3. Some combination of state and local resources.

Different costs due to salary differentials of beginning teachers and senior teachers need to be taken into account. Also, the probable need to "overstaff" a professional development school will influence per-pupil-teacher costs. In addition, there may be adjustments necessary to account for increased costs of faculty time to plan and participate in training new entrants to the profession outside the usual instructional day and normal school year.

Responsibilities of institutions offering internships or other closely supervised periods of initial teaching

The major responsibilities would include:

1. Designating a director or coordinator
2. Selecting and assigning highly capable and interested support faculty for supervising and teaching functions.
3. Establishing processes for developing and using resources
4. Forming agreements with other institutions -- school districts to be served by the beginning teacher -- and plans to draw on resources of universities, teacher organizations, and others

5. Establishing processes to appoint teaching staff, select beginning teachers (or interns), provide suitable educational programs, conduct supervision and, if included, assess beginning teachers, provide counseling and feedback, take action on licensing recommendations, and act on decisions about beginning teachers (or interns) whose performance is unsatisfactory

6. Providing adequate facilities

7. Insuring state-agency approval of the program

8. Providing for periodic review and continuing improvement of the program

Some methods to assess knowledge and skills

1. Basic Skills

   The most likely methods for testing proficiency in basic skills are pencil and paper examinations. Here is a list of possibilities:

   a. Performance on the Pre-professional Skills Test (PPST)

   b. Performance on the California Achievement Test (CAT)

   c. Grade Point Average

2. Attitudes and Dispositions

   Methods of assessment for making judgments about a prospective or beginning teacher's attitudes and dispositions are likely to include observations and interviews.

3. Subject Matter or Academic Knowledge

   Testing competency in subject matter or academic knowledge in areas for which an individual is seeking a license is likely to be done by paper and pencil tests.

4. Professional or Pedagogical Knowledge

   Assessing levels of professional knowledge might be done by paper and pencil tests, structured interviews, and/or other means to be developed.

   Professional skills tests, the National Teachers Examination, some custom-made tests, observation of teaching samples, and review of materials prepared for use in teaching also are among the possibilities.

5. Teaching Performance

Despite questions about validity and reliability, observation of on-the-job performance, used in combination with other methods, is a major means for assessing teaching capabilities. This assessment is of critical importance because it is the last stage at which a decision will made on whether an individual will continue in the profession or in a particular job.

On-the-job assessment of teachers' abilities has been used historically to make judgments about continued employment, changes in assignments, responsibilities, salary adjustments, and other financial incentives.

Wise and Hammond-Darling (1987) have argued that paper and pencil tests of professional knowledge may offer little basis for judgment about the ability of beginning or other teachers to apply knowledge with sound judgment in non-routine, complex teaching situations. The RAND researchers also cite reports that raise questions about whether on-the-job assessment of performance will provide reliable and generalizable assessment of either teaching knowledge or teaching abilities. Furthermore, they argue that teachers are not licensed to instruct a particular group of children but children who differ with respect to grade level, general intellectual ability, stages of cognitive development, educational opportunity, socio-economic status, family attitudes toward education and in other ways.

Other concerns raised by Wise and Hammond-Darling about on-the-job assessment of teaching include:

a) Efforts to assess the ability to instruct children in one classroom provide little information about whether that individual will be effective in teaching children with very different characteristics and educational needs.

b) On-the-job assessment efforts are further complicated by factors in the teaching environment that vary from place to place and from time to time. There are no proven, systematic methods to account for the appropriateness of curriculum guides, the quality of materials, various environments for learning, and a wide range of other contextual differences.

c) On-the-job assessment does not provide beginning teachers equivalent opportunities to exhibit their skills. Occasional ratings of a teacher's observable behaviors cannot fully assess an individual's capabilities with complex teaching skills.

d) Performance in the job of teaching is a function of more than knowledge, skills, and dispositions. Performance is influenced as well by circumstances over which beginning and other teachers have no control, and these circumstances vary from time to time and from place to place.

e) Whether a teacher does specific things at discrete points in time, whether he or she has lesson plans, operates from behavioral objectives, and has an orderly classroom tells little about whether the teacher has sufficient knowledge, skills, and judgment to make sound teaching decisions over a sustained period on behalf of many diverse students.

f) Recording behaviors observed reveals little about coherence of the curriculum, the depth and breadth of content covered, the range of teaching techniques used, the quality and variety of materials employed, the types and frequency of student assignments, the quality of tests and projects, the kind of feedback students get on their work, or the appropriateness of things for the classroom context.

Despite expressions of concern about validity and reliability, assessments of teacher qualities and teaching capabilities continue. Until more effective devices and strategies are available, here are some considerations for assessing teaching performance:

1. First, a series of input considerations:

The nature and quality of teaching plans and materials; organization of the classroom, materials, and equipment; teacher attitudes; classroom procedures that are planned; etc.

2. Considerations that relate to processes of teaching:

Planning and implementing instructional strategies; developing positive relationships with students; planning, implementing, and evaluating instructional learning activities; managing classroom procedures and the classroom; communication effectiveness; interpersonal skills and human relations; assessing student needs; recognizing and responding to individual differences; evaluating student performance; relationships with parents; using support services; fulfilling other professional responsibilities in the functioning of the school; and other behaviors believed essential for effective teaching

3. Output considerations:

Teacher contributions to the performance and achievement of students

Timing of assessments

1. Basic Skills

   As part of admission to a teacher preparation program and/or as a basis for certification and initial or full license to teach

2. Subject matter competency in areas for which the individual is seeking certification or license

   Most likely at the conclusion of initial teacher preparation and as a condition for certification and initial or full license

3. Competency in professional knowledge

   Here are some options:

   a. Upon successful completion of an approved teacher preparation program for certification and initial or full license

   b. During an internship or some other closely supervised period of teaching

   c. In conjunction with assessing teaching skills following an internship or some other period of closely supervised period of teaching

4. Ability to Translate Pedagogical Knowledge into Teaching

   Wise and Hammond-Darling urge that the testing of both professional knowledge and the ability to apply that knowledge be done at the conclusion of an internship rather than as a condition for initial license. It is their contention that pedagogical knowledge can be converted to practical knowledge most effectively through a series of supervised experiences. They say ability to apply knowledge cannot be fully developed in didactic settings.

Selecting individuals to make the assessments

There are several possibilities, one of which would be individuals from an agency independent of the state, local school district, or teacher preparation institution. The kind of collaboration we suggest in Chapter VII will help eliminate or minimize duplication.

Challenges relating to this issue raised by Wise and Hammond-Darling include the implications of mixing criteria and judgments for licensing with criteria and judgments for employment. The Rand researchers suggest the primary loyalty of local district personnel may be to the district. This may create a potential conflict of interest in enforcing state standards for licensure and local standards for employment. In times of teacher shortages, district personnel may be inclined to respond to pressures to be less stringent. Also, some district standards for employment may exceed expectations of the state for licensing at some times and in some places.

Responsibilities for decisions about continuing or full certification of beginning teachers

Some options include:

1. Employees of the state education agency
2. Independent consultants of the state education agency
3. Local superintendents acting on behalf of the state education agency
4. Other

Requirements of individuals involved in the assessment process

One possibility to consider is a requirement that individuals making assessments be licensed and experienced in the same area as the beginning teacher being assessed. In addition, requirements relating to demonstrated knowledge and skills in using the assessment technologies and consultation or interaction with beginning teachers will help insure a more effective process. Beyond initial training, some form of follow-up and/or periodic updating of skills will be important to keep pace with new developments.

Various alternatives exist with respect to how training and follow up will be provided. These range from training offered by state education agency personnel to intermediate and local district employees and from college and university faculty to independent consultants. We offer no formula for a pattern to follow beyond our suggestions in Chapter VII about a comprehensive approach to planning, implementing, and evaluating professional development programs for beginning teachers.

Other provisions for persons involved in the assessment process

This is an issue of special significance for individuals with regular teaching or administrative responsibilities but who are used periodically for assessment functions. Major considerations include arrangements relating to released time and/or additional pay plus the impact of their absence from regular work on the functioning of schools and classrooms. Use of independent consultants for the assessment role or persons employed full-time for this purpose also are possibilities.

Orientation to the assessment process for beginning teachers

Beginning teachers will need to be provided information about the purposes of the assessment process, the methods to be used, the individuals to be involved, the demands of the process on their time and role, when and how the process will take place, uses to be made of data from the assessment process, possible consequences or outcomes, appeal procedures, and other matters. Arrangements relating to released time and/or pay for being involved in the orientation and in the assessment process also will need to be addressed.

Influence of the assessment process on the burdens of beginning teachers

As we suggested in Chapter I, beginning teachers carry a special level of burdens by virtue of being new to the professional role. We urge careful thought to the influence that assessment requirements will have on these burdens.

Using assessment data in feedback to teachers

Assessment data might be used to identify areas of a beginning teacher's proficiencies and deficiencies, to prescribe inservice activities, to make judgments about certification or licensing, and/or to make decisions about placement or continued employment. Regardless of the purpose or combination of purposes served by the assessment process, provision of written and verbal feedback to the beginning teacher by those involved will be an important element in the process.

Possible outcomes relating to assessment for full license in professional development programs for beginning teachers

There are at least these possibilities:

1. Successful performance leads to full license.
2. Lack of successful performance during the initial year period leads to a second opportunity, or a full license is not granted and the individual may not continue teaching.

Provisions relating to appeals procedures

1. Appeals component is required in the beginning teacher program.
2. Appeals component is allowed but not mandated.
3. Formal due process procedures on decisions are not used with individuals still seeking licenses.
4. Procedures are developed locally.
5. Procedures are included in the state plan.

Characteristics of effective assessment programs include:

1. Certification and licensure of teachers are based on shared understanding of effective teachers and effective teaching.
2. Valid and reliable measures are used to insure that only capable individuals are certified and licensed to enter teaching.
3. Standards for entry into the profession are relevant and appropriate.
4. Beginning teachers are aware of assessment aims, procedures, and implications of results.
5. Assessors are trained and competent in the process of assessing and are kept current.

6. The assessment process identifies strengths and limitations of beginning teachers and is linked to activities to bring performance up to standard for licensing and to meet district employment expectations.

7. The assessment process is fair and equitable.

8. Provisions are made for review of written assessment results with the individual teacher.

9. The assessment process includes an appeals policy and procedure.

10. Full license is granted only to teachers who demonstrate satisfactory levels of basic skills, subject matter and pedagogical knowledge, acceptable professional skills, and suitable attitudes.

11. Decisions about promotion and/or assignment are made on valid and reliable bases.

12. Decisions about continued employment of beginning teachers are based on valid and reliable assessment methods and fair and equitable procedures.

Continuous School Improvement

Continuous school improvement is a particularly vital element in the complex circumstances that relate to goals for beginning teachers. The individual school is the only place where the aims, goals, functions, and practices of education come together. Furthermore, there is considerable research and experience that demonstrate ways in which the individual school can become more responsive to its own needs and to resources relevant to meeting those needs (Goodlad, 1975). There also is evidence and experience that shows other units in the educational enterprise can become increasingly responsive to needs of the school and devise effective ways to support the school's improvement efforts.

State level legislation, regulations, mandates and standards adopted in recent years seem to leave little room for innovation by schools or school districts -- for anyone developing an agenda of their own. There is, however, growing recognition that exceptional achievement by schools historically has not been gained through mandates and regulations. Unusually successful schools are marked by competence, dedication, commitment, and esprit de corps, plus a sense of caring, sharing, and risk taking.

It is not likely that the reform strategies of political leaders will go away. However, we believe that leadership in school improvement can help build the essential ingredients for successful schools in an era of reform.

Many professional conferences in recent years have included one or more programs on site-based management growing out of research and experience that argues for focusing resources, responsibilities, and authority for school improvement in individual schools. Schools are connected to larger units --the district and state education agencies -- that have substantial influence over expectations and directions. There is, however, growing interest in ways for individual schools to gain greater discretion over programs and operations in response to student needs and parent interests within a framework that provides consistency and predictability where needed.

We believe effective school improvement efforts will be comprehensive, with attention being given to the overall functioning of the school and to the work of individuals and groups within it. We believe that effective leadership is essential to create and sustain improvement through diversity, creativity, and discretion.

We suggest several guideposts based on ideas from a study of change (Bentzen, 1974):

1. Effective School Improvement Efforts are Inclusive

Effective and sustained school improvement efforts are built on inclusiveness. The school principal and other leaders insure that staff, students, community, and district office personnel are all involved in identifying and working collaboratively on ways to advance school practices. As a consequence, the resulting school improvement efforts will be in harmony with the community and with district-wide policies and practices.

The school's leadership works to establish and strengthen incentives for all to participate in improving practices in every aspect of the school. There is attention to building effective interpersonal relationships among all participating in school improvement.

The leadership team takes action to enhance everyone's understanding of school improvement processes and develop the skills needed to participate effectively. All those in leadership roles model the role of learner as an essential characteristic of continuous personal and school improvement.

The school principal and other leaders recognize and draw on the strengths of diverse interests of everyone associated with the school in ways that foster cooperation and collaboration. The school improvement effort also involves others in identifying and overcoming obstacles to inclusive participation in school improvement.

2. Priorities For Improvement Are Based On Recognized Gaps Between Shared Visions and Current Practices

The leadership of the school insures that all individuals involved in improvement processes participate in creating a vision of an ideal school. Those working to advance school practices interact with one another about their dreams to build a vision of a new and better future.

Provisions are made for critical analysis of how the school is functioning in relation to a shared vision. There are ways for all to engage in identifying gaps between current practices and the ideal to which they are committed, setting priorities in a continuously developing, long-range agenda for improvement, and establishing ownership of that agenda.

3. Linking Talk To Action Is Essential For School Improvement

School leadership efforts create linkages between talk about gaps between a shared vision and assessments of current practices and improvement activities. A major role of leadership is to enhance the sense of power and responsibility of all involved in school improvement to initiate actions that will move them toward the vision they share. Taking action on conclusions about gaps between the ideal and the real requires the capability to systematically identify and make judgment about ideas and practices that are consistent with new commitments. The ability to take effective action also requires self-reliant teams which link human and material resources to identified needs, utilize sound problem-solving practices, and secure adequate financial resources. Training is available to build knowledge and skills relating to improved practices and programs.

4. Continuous Monitoring, Evaluating, and Adapting Practices Sustain School Improvement Processes

Effective school leadership provides for monitoring and assessing progress in all school improvement efforts. Evaluation is directed toward discovering how improvement efforts are working and why and what else is needed. This formative process of evaluation also is conducted in ways that may lead to modifying goals and discovering new ones.

Some other characteristics of continuous school improvement efforts as they relate to beginning teachers include:

1. Experiences and needs of beginning teachers are used to help make schools better places for teachers to work and for students to learn.
2. Efforts are made to structure the school and the district so they contribute to improving knowledge, teaching skills, and satisfaction of beginning teachers.
3. There is administrative and board recognition of the importance of comprehensive programs for beginning teachers and support for them.
4. Actions to improve the school as a key role in teacher education are planned and shaped through deliberations of the school's staff, students, and community, with district office participation.
5. Planning for improvement is comprehensive in scope and based on a long-range commitment.
6. The planning process produces a shared vision about the ideal school and its role in teacher education, provides ways to identify gaps between the ideal and the real, arranges priorities in a comprehensive, long-range agenda.
7. Developing a vision of an ideal school and seeking ways to achieve that ideal reaches beyond the collective experiences of those associated with the school.
8. There are provisions for training based on the improvement plan.
9. There are systematic ways to monitor progress and accomplishments toward a shared vision of the ideal school and to make adjustments based on feedback.
10. Resources for school improvement processes and practices are available and used effectively.
11. There is a climate of openness and mutual trust among individuals working on school improvement.
12. All those working to improve the school have a sense of ownership of the improvement efforts and feel a responsibility to take action that will move them toward the vision they share.
13. There is understanding and commitment by all associated with the school that the focus of improvement efforts is on strengthening student learning.

A Perspective On Comprehensiveness

The ideas presented in Chapters II through VI show the potential in the comprehensive approach we are suggesting. For example, a general aim of professional development programs for beginning teachers is to help smooth the transition into teaching. More long-term purposes include enhancing the probability of success in teaching and increasing the likelihood of keeping more able teachers.

Activities to accomplish these purposes could respond to the beginning teacher's need for information about specific assignments, students, the school(s), the local school district, and the community. Other activities could be directed toward building pedagogical knowledge and strengthening teaching skills. Activities that promote the personal well-being of teachers also would help new teachers make a good beginning.

Another general aim might be to insure that individuals entering and continuing in the profession are of high quality. Activities directed toward ensuring the quality of teachers entering the profession might include assessment processes to determine levels of basic skills, academic knowledge, pedagogical knowledge and skills in teaching as a basis for full or standard license and for continuing employment.

A third aim relates to improving the basic preparation of teachers. Arrangements could be made for faculty members in colleges and universities to be involved in monitoring performance of their graduates as one source of information for improving teaching preparation.

A fourth aim could be to help make schools better places for teachers to work and for students to learn. There could be more thoughtful attention to the assignments of beginning teachers, differentiating teacher roles based on experience levels and levels of professional development, plus various other structural and procedural changes.

Programs for beginning teachers are usually the responsibility of local education agencies, whose goals and strategies are influenced in varying degrees by state requirements. Faculty members from colleges and universities may be involved in some ways but generally this is limited. The extent of involvement and roles of teacher organizations in professional development programs for beginning teachers vary from place to place.

Achievement of goals for beginning teachers is not the exclusive responsibility of any single institution though much attention is focused on the school and the local level where teachers are employed. Our notes on planning, evaluating, and financing (Chapter VII), like the entire monograph, are based on our belief that significant changes are most likely to come about through institutions working together.

Notes on Planning, Evaluating, and Financing

How can state and local policy makers, administrators, teacher educators, and experienced teachers be certain that professional development programs for beginning teachers are coherent and not isolated bits and pieces? How can agreement be reached on reasons for developing programs for beginning teachers and on outcomes expected?

What are some ways that a proper focus for programs for beginning teachers can be defined? How can individuals working to meet needs of beginning teachers fulfill their institutional responsibilities while avoiding being too diffuse or overreaching their capabilities?

How can the interests and resources of all those with obligations for professional development of beginning teachers be brought together in productive ways? How can effective alliances be developed for planning and sustaining a comprehensive approach to professional development programs for beginning teachers? How can networking arrangements be created so that individuals participating in these programs learn from one another in a continuous process of strengthening what they do?

What are the organizational and staffing implications of more effective professional development programs for beginning teachers? What policy supports are necessary and how can they be developed? What are the budget implications of what is needed and how can financial requirements be met? We believe these and other questions relating to professional development programs for beginning teachers can be answered through a planning process that is inclusive in terms of participation and comprehensive in terms of scope. Answers to some planning questions will yield principles regarding what is to be accomplished -- policy goals. Answers to other questions will identify policy strategies.

A COMMITMENT TO INCLUSIVENESS

Who will be invited to participate in developing, implementing, and evaluating professional development programs for beginning teachers? We believe coherent rather than fragmented programs for beginning teachers require involvement of a wide range of institutions and agencies with distinct and shared responsibilities and with differing capabilities. These institutions and agencies include legislatures, state school boards and state education agencies, local and intermediate school districts, individual schools, teacher organizations, and colleges and universities.

The importance of broad involvement and comprehensiveness in policy and program development for beginning teachers is highlighted by the fact that the entry of new teachers into the profession is a continuous process that begins when an individual is first admitted to a teacher preparation program and extends through the early years of teaching. Furthermore, the personal and professional life of the beginning teacher is influenced by legislation, state and local rules and regulations, requirements of colleges and universities, and policies and practices of teacher organizations.

The beginning teacher's personal and professional life also is influenced by peers, more experienced teachers, building administrators, supervisors, students, family, and friends. Without the understanding, acceptance and cooperation of a wide range of individuals, it is not likely that either plans or policies for beginning teachers will be very successful.

A Structure for Involvement

It is one thing to urge inclusiveness in planning and policy-making in professional development for beginning teachers and quite another to suggest a structure to make this possible, to propose how participants should become involved, and to describe the nature of their involvement over time.

It is likely that parties to planning and policy-making processes will change at different stages of program development, implementation, and evaluation. The essential ingredient, however, is a commitment to cooperation that grows out of an understanding that institutions involved in various aspects of teacher education need one another in one capacity or another.

Some core, statewide steering group representing a broad spectrum of the educational community and related constituencies concerned with programs for beginning teachers seems to make sense. Such a structure might be an independent organization, a collection of existing organizations, or it might be built as an element within an existing organization.

It is not very feasible to get hundreds of people into a room for planning. It is possible, however, to work toward an interlocking chain of conferences and conversations based on a commitment to inclusiveness built downward from some state-level entity. At every level the aim would be to build the capability to respond effectively to the complicated and interrelated circumstances of advancing the quality of beginning teachers and their teaching.

Conventional Roles and Responsibilities

Structural arrangements for planning may vary from place to place and with respect to different functions. Recognizing the shared responsibility for programs for beginning teachers and seeking ways to support initiatives of others will help contribute to coherent programs that make sense.

A beginning point for deciding who should be involved and what their obligation might be is to consider conventional roles and responsibilities for education, teacher education, and programs for beginning teachers and some new possibilites. Delineating these roles and responsibilities is not done here to provide a basis for institutions to protect themselves against others but to clarify opportunities for decisions and work in this area to be reinforcing.

State Level -- Legislature; State Board; State Education Agency

1. Regulate teacher preparation institutions to help insure teacher quality
2. Help insure that teachers are competent through developing rules, regulations, and procedures regarding licensing.
3. Provide program ideas and resource people
4. Require and arrange for monitoring and assessment of programs and individual performance
5. Provide financial support

Some mixture of mandates and permissiveness with respect to elements of a comprehensive approach to professional development programs for beginning teachers is likely. Decisions about what is required and what will be left to the initiative of others need to be determined through the kind of collaboration and involvement we have suggested.

Colleges and Universities

1. Design and conduct teacher preparation programs
2. Evaluate individuals for initial teacher certification
3. Cooperate in designing orientation programs and activities
4. Coordinate and manage logistics of multi-district programs and activities
5. Provide inservice opportunities and support
6. Train personnel in designing and using assessment instruments
7. Provide new ideas and new understandings regarding teaching and teacher preparation
8. Produce alternative methods and techniques for training, evaluation, and assessment
9. Conduct evaluation and research

Generally, colleges and universities are not linked to teacher licensing beyond certification associated with completing an approved program and offering advice and counsel on certification and licensing requirements. Considerations to involve college and university faculty in programs for beginning teachers beyond initial certification need to take into account incentive systems in which they work and faculty assignments as they relate to outreach beyond the campus.

Intermediate Education Agencies

1. Coordinate multi-district planning, implementation, and evaluation activities
2. Provide resource people and other support

Local School Districts and Schools

1. Recruit, employ, and assign new teachers
2. Provide orientation to procedures and environment of the school, district, and community

3. Provide training for beginning teachers
4. Provide support of experienced teachers
5. Make assessments for initial and continuing employment
6. Provide financial and other support

Teacher Organizations

1. Provide professional and personal support
2. Provide information and other support
3. Participate in designing, implementing, and evaluating programs for beginning teachers
4. Participate in the assessment process of individual teachers

While our emphasis has been on the hierarchy of state and local educational institutions and agencies, we believe beginning teachers also have responsibility in planning, implementing, and evaluating professional development programs.

A COMMITMENT TO COMPREHENSIVENESS

We believe that a comprehensive approach to strengthen professional development for beginning teachers would include attention to a vision of what schools can be and connections among:

1. Definitions of effective teachers and effective teaching
2. Criteria for recruiting and selecting candidates for teacher preparation
3. Experiences in initial teacher preparation
4. Expectations in recruiting and selecting teachers for employment
5. Beginning teacher assignments
6. Orienting beginning teachers to assignments, schools, and communities
7. Developmental relationships during an initial period of teaching and other support activities
8. Assessment functions and processes relating to certification, licensure and continuing employment
9. Continuous school improvement

Working to advance each of these elements is worth doing in its own right and should be done well. There are more fundamental factors, however, that relate to teaching in general and to beginning teachers in particular that influence what happens to beginning teachers. Factors outside the boundaries of the elements identified above have been pointed out in recent reports relating to reform of teacher education and by others (Huling-Austin, 1986 and Soltis, 1987).

These factors include:

1. Conditions of work for teachers
2. Teacher salaries
3. The status of the profession
4. Other elements in the reward structure in teaching
5. The structure of teaching and limited opportunities for advancement
6. Competing opportunities outside education
7. Authority relationships

We believe the comprehensive view we have suggested can embrace consideration of ways to deal with these structural circumstances. Work on programs for beginning teachers might be embedded in the larger context of reforming education and teacher education. Alternatively, attention to professional development programs for beginning teachers might extend attention to structural and process dimensions of schools and the teaching profession.

A comprehensive plan also will account for what will be required and what will be voluntary for individual teachers. Also, there may be different requirements for teachers just entering the profession for the first time and those who might be included because they are new to the state, the district, an area of certification, or for some other valid reason.

A Planning Process

We believe attention to inclusive involvement and comprehensiveness in scope is the most satisfactory way to proceed in developing, implementing, and evaluating program professional development programs for beginning teachers. Recording the lessons of cooperation, documenting the incentives and other strategies that gain and sustain participation and cooperation will be an important ingredient in the process.

We see no attractive alternative to conversations about the possibilities for cooperative action -- the opportunities for working together in unique and productive ways. Such conversations will provide opportunities for people from various institutions responsible for differing functions relating to beginning teachers to develop a sense of the possibilities for productive responses. The approach to planning we suggest is based on a process of dialogue, decision- making, action, and evaluation (Bentzen, 1974).

Developing A Shared Vision of What Might Be

We suggest that planning begin with developing a shared vision of what might be in terms of a comprehensive view of programs for beginning teachers -- from definitions of effective teachers and effective teaching to the nature of an initial period of teaching with special support, and from the nature of teacher preparation to structural circumstances and processes surrounding teaching and schools.

We urge that everyone involved work out a comprehensive picture of what might be in programs for beginning teachers rather than working on isolated pieces of programs and activities. There needs to be a depth to the vision and a breadth to the vision. The idea of broad involvement means that individuals at different institutional levels are not merely responding to someone else's agenda but have a role in helping shape an overall agenda. There is an alternative to everyone pressuring everyone else.

This initial planning phase is to identify a vision that will lead to more creative responses and to stronger commitment to work toward its achievement. It is aimed at using a desired future to provide guidance for goal setting, program design, and implementation.

At an overall level of program planning and design and program planning for individual teachers, we also encourage alternatives to the deficiency model characteristic of many conventional needs assessment processes. Rather than begin with "Let's find out what's wrong or not working and fix it," we suggest a process that begins with shared views and shared commitments to what might be.

Deciding Where We Are In Relation To Where We'd Like To Be

The planning process we suggest will require the capability to produce valid information about how each element of the program is doing in relation to the vision which has been developed and agreed upon. This calls for a capacity to assess where each element of the program is in relation to what might be. A useful planning process will yield information about capabilities that exist and resources that are available.

An effective planning process also will anticipate and deal with facts and values and provide opportunities to work through different interpretations of facts and the range of values likely to be involved. We know of no other way to accomplish this than by talking together.

It is through conversation that the vision we have suggested will be developed It is through conversation that a shared sense of the gaps between what might be and what is will be identified and acknowledged. Productive conversations will be supported by bringing together the technical and scientific information relating to beginning teachers and relevant programs with frank admission of uncertainties.

Reaching conclusions about program and policy questions in any area is not simply a matter of absorbing facts and information. There needs to be opportunity to think through the widest possible variety of ways of viewing and interpreting these facts. Such a process will require that someone take responsibility for the conversations and arrange the time and the places for them.

Making Informed Decisions

The ability to make informed decisions to respond to gaps between what is desired and what is in any aspect of programs for professional development for beginning teachers suggests a database about ways to respond, about programs, projects, techniques, and resources. This database can be expanded by broad participation of individuals from the institutions suggested to be included. We are talking about what is known by people as much as what is in the literature or included in some filing system. This will be enriched because of networks of relationships represented by individuals in various roles and institutions.

Also, persons involved in the planning conversations will have to do a reasonable job of working through the reliability of technical facts at hand and insure that attention is paid to them. A process that will yield information about capabilities that exist and resources that are available is needed.

Linking Decisions to Action

To make differences, it is necessary in the planning process to establish the capacity to insure that there will be linkages between decisions and resulting actions. We have mentioned the idea of mandates relating to programs for beginning teachers and consideration of what might be required and what might be left to the discretion of different agencies. We have no prescription. We believe, however, that agreement on goals and negotiated agreements to act accompanied with the capacity to originate activities and periodic meetings to share results of these actions are sound guide posts to follow.

Who takes what action will be derived in large measure from conventional roles and responsibilities and from different abilities, interests and incentives to respond to opportunities that are presented.

Continuous Learning

Finally, an effective planning process will include arrangements that make it possible to learn as a result of efforts over time to improve programs of professional development for beginning teachers. An effective process will include provisions for obtaining feedback on consequences of judgments and action over time. There will be an openness to redefining situations and adaptive mechanisms agreed upon to take new actions deemed necessary.

What we have proposed is based on a belief in the proposition that what people can imagine people can do. The process, in brief, includes imagining possibilities, analyzing what exists, agreeing on a diagnosis, moving ahead in promising directions, and taking corrective action where needed. The process calls for a climate of learning as the basis for progress and incentives and opportunities to clarify experiences by thinking through new forms and alternatives together.

Some Policy Aims

There is a wide range of possible choices relating to policy aims for professional development programs for beginning teachers:

Support:

1. To help smooth the transition from entering novice into full-time teaching
2. To increase the probability of success
3. To help increase the retention of promising teachers
4. To enable beginning teachers to develop a positive sense of their effectiveness
5. To strengthen professional knowledge and skills
6. To promote the personal and professional well-being of beginning teachers

Assessment:

1. To help insure quality control of entering teachers
2. To license only teachers who demonstrate satisfactory levels of subject matter knowledge, acceptable-level professional skills, and suitable attitudes

3. To make promotion and/or assignment decisions
4. To make decisions about continued employment

Other:

1. To make schools better places for teachers to work and for students to learn
2. To differentiate teacher roles based on experience levels and levels of professional development
3. To provide a means for colleges and universities to monitor performance of their graduates and as one basis for improving initial teacher preparation
4. To enhance the professional status of teachers and teaching
5. To improve student achievement

As previously noted, some mixture of mandates and permissiveness with respect to policy goals and policy strategies relating to professional development programs for beginning teachers is likely. Decisions about what is required and what will be left to the initiative of others need to be determined through the kind of collaboration and involvement we have suggested in Chapter VII.

Some key policy questions include:

1. What, if anything, should be mandated with respect to program goals, content, methods, time requirements, assessment devices and procedures, monitoring and reporting in professional development programs for beginning teachers?
2. What will be the purpose and nature of an initial period of teaching?
3. What activities in this initial period of teaching will be required and what will be voluntary?

Evaluation

Evaluating professional development programs for beginning teachers can become complex and costly. Though it may not reduce either complexity or costs, we propose an approach to evaluation planning which we believe will make evaluation efforts useful.

We begin with a perspective on evaluation William T. Gephart, former Director of Research Services for Phi Delta Kappa, shared in a conversation some years ago with one author of this monograph that went something like this: "Evaluation is a process of collecting information to make judgments, reach conclusions, and/or guide decision-making."

It follows that a reasonable first step in evaluation planning is to be clear about evaluation purposes: What judgments, conclusions, or decisions do we want the evaluation process to help us reach?

A second step in evaluation planning is to clarify what information is needed to make the judgments, reach the conclusions, or make the necessary decision in a sound manner. Subsequent evaluation planning would give consideration to: (a) where the needed information is, (b) ways to collect it, (c) how to analyze the information, and, (d) how to report and otherwise use the information effectively.

Some components of a comprehensive evaluation plan will relate to qualities and capabilities of beginning teachers and of those who work with them. We suggested a series of questions relating to assessment of beginning teachers in Chapter V of this monograph.

Other components of evaluation will relate to program elements and to the overall program. An evaluation plan might be designed to provide information to make judgments or reach conclusions in three major areas:

1. Improvements in the program for beginning teachers
2. Effects of the program
3. Benefits of the program in relation to costs

Some illustrative questions that relate to making improvements in the program for beginning teachers follow:

1. To what degree are there mutual expectations among administrators, experienced teachers, beginning teachers and others about the program?
2. Have all appropriate individuals been involved in contributing to the program's design, implementation, and evaluation?
3. Are topics and activities in the program relevant to interests and needs of beginning teachers?
4. To what extent are distinct stages and needs of different beginning teachers accounted for?
5. Are provisions made for beginning teachers to learn how to implement and not just about more effective methods?
6. Are provisions adequate for feedback and evaluation during the program?
7. Are adequate arrangements made to adjust elements of the program based on new insights and understandings as they emerge?
8. How well are mentors and other educators associated with the program fulfilling their responsibilities?
9. How adequate are program activities to build skills of mentors and others to participate effectively in the program for beginning teachers?
10. How appropriate are delivery system arrangements for components of the program?
11. How well do program activities fit the work schedules and other demands on the time of beginning teachers?
12. What methods and procedures of the program seem to work well and what needs to be changed?

Groups of questions to help reach conclusions about effects of the program are:

1. What evidence is there that the program has made the differences it was intended to make?
2. What other benefits has the program produced?

Assessing Benefits Of The Program In Relation To Costs

The evaluation plan might gather financial information to help make judgments about the extent of benefits in relation to resources invested in the program.

Some other elements in the evaluation process include:

1. Designing methods to collect information from beginning teachers and others to help make improvements in the program.
2. Designing methods to collect information from beginning teachers and others to answer questions about effects of the program.
3. Recording costs incurred in conducting the program to help answer efficiency questions; questions about benefits of the program in relation to resources invested.

Gathering information to make judgments or reach conclusions about the extent of benefits in relation to resources invested in professional development programs for beginning teachers may be the most challenging evaluation task of all. The format we have suggested for evaluation planning will help to answer efficiency questions. Here, as elsewhere, there are judgments that won't be reached exclusively on the basis of quantitative information.

We encourage consideration of several other elements in planning and evaluation. One is to provide for identifying or discovering unintended effects or results of professional development programs for beginning teachers. The suggestion here is to avoid being so focused on intended outcomes that other effects, good or bad, are not discovered.

A second point relates to guidance offered by Charters (1974) to make certain that intended programs are in place before checking to see if they have made any differences. Characteristically, a series of elements link programming ideas or models to hoped-for differences in outcomes. These include information and training programs to communicate models, the behavior of individuals as they implement a model, and differences these individuals effect in behaviors of persons with whom they work. An oversimplified proposition is to collect information about the extent to which a program is in place and operating as it is supposed to operate before tossing a program out because of not getting the results claimed for it.

Third, we suggest attention throughout evaluation to provide for identifying and documenting new ideas and insights about how things work and why. What we have proposed regarding evaluation planning seems rather mechanistic and prescriptive. We encourage that the evaluation planning process be designed and implemented with wisdom that emphasizes searching for better understanding and for creating more effective methods and procedures.

Finally, and relating to the point just made, we suggest that any evaluation process include self-monitoring in ways that make it possible to modify goals during a program effort and to discover new ones -- to recognize new opportunities that may arise along the way and respond to them.

In concluding this section we return to the themes of inclusiveness in participation and comprehensiveness in scope. Involving a wide range of individuals representing the institutions we have identified in planning, implementing, and monitoring the evaluation process is strongly encouraged. In addition, evaluation plans should be comprehensive in their scope.

It is not uncommon for some tasks of evaluation to be viewed as questionable burdens. We believe thoughtful attention to evaluation planning will yield significant benefits for those who make resource allocation decisions, for those who design and implement programs, and for beginning teachers themselves.

Resources

Planning and policy considerations with respect to resources involve these major questions: (a) What resources will be required?, (b) How will needed resources be developed, and (c) How will resources be allocated to programs?

If resources required for professional development programs for beginning teacher exceed those currently provided, one option would be to reallocate existing resources within and among the institutions involved. Shifting financial and other resources into new programs, however, runs into the inclination to protect the base for existing programs and institutions by following historic allocation patterns.

Another obvious choice would be to provide new resources through obtaining additional revenue. New funding for professional development programs for beginning teachers might come from state sources only, local sources only, or through some combination of support from state, federal, and local and intermediate education agencies, teacher preparing institutions, and other private sources. A third option would be a combination of reallocated funds and new resources.

Allocation of resources by state, intermediate, and local education agencies is likely to be bound to some form of dollars-per-unit involved --number of beginning teachers or number of mentors, for example -- weighted for costs of doing business and/or other factors. Private agencies and the federal government might respond differently. Some factors to consider in allocating resources that we have adapted from experience in fields outside education follow:

1. Programs that document their close relationship to needs of beginning teachers should be funded in preference to programs where this relationship is not so close.
2. Efforts that combine resources in more comprehensive and potentially more powerful effects should be funded in preference to programs that are scattered or isolated.
3. Programs that incorporate what research and experience have demonstrated to be effective ways to help beginning teachers should be funded in preference to programs that do not do so.
4. Programs that are well-designed should take preference in funding over programs with designs that are less well thought out.
5. Programs that respond to what informed individuals identify as the most critical needs of beginning teachers should be funded at higher levels than those that deal with what is considered less critical or important.
6. While a certain percentage of available funds should be targeted on promising new programs and initiatives, programs that demonstrate their effectiveness through formal outcome evaluations should be funded before programs for which this is not true.

There is no simple formula for applying these guidelines. No one guideline is absolute; each should to be tempered by the others. They are, in a sense, "factors to consider."

Procedural requirements relating to financial support for professional development programs for beginning teachers would likely involve the submission and approval of local, regional and/or state plans. Continuing or subsequent funding would be based on reports of results and revised plans.

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Appendices

A. Program Planning: Professional Development for Beginning Teachers: Illustrative Planning Calendar for District-Level Activities

B. Support Networks for Entry-Year Teachers: Preliminary Inventory of Competencies Needed by Entry-Year Teachers in Dayton City Schools

C. Personal Planning Notes

D. Resources for Beginning Teachers

E. Orientation Checklist: Entry-Year Teacher Program, Dayton City Schools

F. Mentoring and Coaching

G. Systematic Reflection

H. Experiencing Report Form

Appendix A

Program Planning: Professional Development for Beginning Teachers

Illustrative Planning Calendar for District-Level Activities

Spring or Summer: Orientation and Planning

A. Program Advisory Council

1. Review important experiences relating to beginning teachers
2. Produce suggestions for program design

B. Building-Level Administrators

1. Orientation to programs for beginning teachers
2. Ways building administrators can help beginning teachers
3. Qualifications of mentors
4. Produce suggestions for program design

C. Teacher Mentors

1. Orientation to programs for beginning teachers and mentoring responsibilities
2. Identify ways mentors can help beginning teachers
3. Identify knowledge and skills needed to perform mentoring responsibilities
4. Produce suggestions on subsequent sessions for mentors
5. Produce suggestions on program design

D. Supervisors

1. Orientation to the program for beginning teachers
2. Ways supervisors can beginning teachers
3. Produce suggestions for program design

E. Teachers and Support Team Members (Project teachers, mentors, and supervisors)

1. Introduction and orientation to programs for beginning teachers
2. Organize peer support networks of beginning teachers
3. Complete personal professional growth plans
4. Identify priorities, activities, and settings
5. Agree on responsibilities and schedules

December or January: Review, Revisions, and Planning: Beginning Teachers, Teacher Mentors, Building Level Administrators, and Supervisors

1. Share accomplishments; experiences; revised expectations
2. Review needs; make adjustments in personal professional growth plans
3. Identify new priorities and activities
4. Agree on responsibilities and schedules

April - May: Review, Revisions, and Planning

(Same as December - January Agenda)

APPENDIX B

SUPPORT NETWORKS FOR ENTRY-YEAR TEACHERS

Preliminary Inventory of Competencies Needed By Entry-Year Teachers In Dayton City Schools

	PERSONAL ASSESSMENT		
	I can do this and I am comfortable with the level of my knowledge and my skills	I am familiar with this but would like to improve my knowledge and skills	This is a priority area for me. It is high on my list for developing my knowledge and skills
A. BUILDING AND DISTRICT PROCEDURES			
1. Describe the organisation and procedures of the school where I teach	______	______	______
2. Describe the "personality" of the school where I teach	______	______	______
3. Describe the organisation and procedures of the Dayton City Schools	______	______	______
4. Identify resource people available within the district to help me in my work	______	______	______
5. Identify resource materials available within the district to help me in my work	______	______	______
6. Identify special programs and projects available within the district to help me in my work	______	______	______
7. Identify assistance within the district available for students	______	______	______
8. Explain requirements relating to scheduling minutes per subject area	______	______	______
9. Describe and use student accounting procedures and records required for:			
a. Attendence	______	______	______
b. Reading levels	______	______	______
c. Math achievement	______	______	______
d.	______	______	______
e.	______	______	______
f.	______	______	______
10. Explain the grading system used in the school where I teach	______	______	______
11. Identify forms necessary to be completed at various times during the year	______	______	______

BUILDING AND DISTRICT PROCEDURES

		PERSONAL ASSESSMENT		
		I can do this and I am comfortable with the level of my knowledge and my skills	I am familiar with this but would like to improve my knowledge and skills	This is a priority area for me. It is high on my list for developing my knowledge and skills
12.	Identify sources of information about students needed to complete the necessary forms	______	______	______
13.	Explain the teacher evaluation process used in the school and in the district	______	______	______
14.	Explain guidelines relating to teacher rights	______	______	______
15.		______	______	______
16.		______	______	______
17.		______	______	______
18.		______	______	______
19.		______	______	______
20.		______	______	______

	PERSONAL ASSESSMENT		
	I can do this and I am comfortable with the level of my knowledge and my skills	I am familiar with this but would like to improve my knowledge and skills	This is a priority area for me. It is high on my list for developing my knowledge and skills
B. CLASSROOM PLANNING AND MANAGEMENT			
1. Identify supplementary materials for teaching and learning available in the school	______	______	______
2. Identify supplementary materials for teaching and learning available within the district	______	______	______
3. Develop and gather materials for teaching and learning	______	______	______
4. Describe the overall program of the school in the field(s) and level(s) I teach	______	______	______
5. Describe program, course, and class objectives	______	______	______
6. Establish minimum expectations for class performance			
7. Maximize time on task for learners	______	______	______
8. Describe alternative strategies for classroom management	______	______	______
9. Demonstrate successful classroom management techniques	______	______	______
10. Identify student expectations	______	______	______
11. Describe school and district expectations	______	______	______
12. Demonstrate effective ways to organize and set up the classroom	______	______	______
13. Collect and analyze information about students in adequate depth and in sufficient time for using in working with them	______	______	______
14. Identify the strengths and limitations of lesson and plans	______	______	______
15. Prepare short term and long-range plans	______	______	______
16. Explain and demonstrate effective methods for budgeting my time for teaching	______	______	______
17. Maintain adequate liaison with administration	______	______	______
18. Explain and demonstrate effective ways to communicate and to relate with parents	______	______	______
19. Organize and use student aids	______	______	______
20. Work effectively with mainstreaming students who are disabled	______	______	______
21. Make positive use of individual student's background in planning	______	______	______

PERSONAL ASSESSMENT

		I can do this and I am comfortable with the level of my knowledge and my skills	I am familiar with this but would like to improve my knowledge and skills	This is a priority area for me. It is high on my list for developing my knowledge and skills
22.	Describe and use curriculum guides in the areas in which I teach	____	____	____
23.	Fulfill my obligations for periodic reports required by the school and the district	____	____	____
24.		____	____	____
25.		____	____	____
26.		____	____	____
27.		____	____	____
28.		____	____	____
29.		____	____	____
30.		____	____	____

PERSONAL ASSESSMENT

		I can do this and I am comfortable with the level of my knowledge and my skills	I am familiar with this but would like to improve my knowledge and skills	This is a priority area for me. It is high on my list for developing my knowledge and skills
C.	**INSTRUCTIONAL PROCEDURES**			
1.	Conduct assessment of learning needs of individual students	______	______	______
2.	Establish goals and objectives in the area for which I am responsible	______	______	______
3.	Design learning activities and programs consistent with student needs and program (or course) goals and objectives	______	______	______
4.	Utilise principles and generalisations of effective teaching and learning	______	______	______
5.	Use effective methods of testing and others means of evaluating students performance	______	______	______
6.	Diagnose and respond to learning difficulties	______	______	______
7.	Identify and respond to students who have special needs	______	______	______
8.	Identify learning styles and learning behavior patterns of students and respond with appropriate teaching styles	______	______	______
9.	Demonstrate several successful classroom teaching models	______	______	______
10.	Use methods of teaching that focus on student strengths	______	______	______
11.	Use motivation techniques successfully to encourage students to set and reach higher goals	______	______	______
12.	Use questioning methods effectively	______	______	______
13.	Use techniques of coaching in instruction	______	______	______
14.	Insure continuity of subject matter in the process of teaching	______	______	______
15.	Interpret test results and information from other forms of diagnosis effectively with patterns	______	______	______
16.		______	______	______
17.		______	______	______
18.		______	______	______
19.		______	______	______
20.		______	______	______

		PERSONAL ASSESSMENT		
		I can do this and I am comfortable with the level of my knowledge and my skills	I am familiar with this but would like to improve my knowledge and skills	This is a priority area for me. It is high on my list for developing my knowledge and skills
D.	**OTHER PERSONAL PROFESSIONAL GROWTH**			
1.	**Describe and prepare for evaluation of teaching performance**			
2.	**Identify expectations of the school and of the teaching performance**	______	______	______
3.	**Identify areas in which I may need assistance**	______	______	______
4.	**Understand and use feedback on my teaching performance**	______	______	______
5.	**Help create a supportive climate for teaching**	______	______	______
6.	**Identify personal professional growth opportunities**	______	______	______
7.	**Participate with others in teaching and education in a collegial way**	______	______	______
8.	**Maintain self confidence in abilities**	______	______	______
9.	**Sustain positive attitude about the success of my work**	______	______	______
10.	**Manage my time for positive relationships between my profession and my other responsibilities**	______	______	______
11.	**Explain and demonstrate effective techniques for managing stress**	______	______	______
12.	**Utilise the resources of mentors in improving my professional skills**	______	______	______
13.	**Maintain confidence in seeking help to improve my work**	______	______	______
14.	**Identify and access reports and other sources of information on new developments relating to my work**	______	______	______
15.	**Describe new developments in my areas of teaching**	______	______	______
16.	**Sustain confidence in maintaining a sense of mental well being**	______	______	______
17.	**Demonstrate effective techniques for identifying and solving problems**	______	______	______
18.	**Demonstrate effective processes for identifying personal professional development needs**	______	______	______
19.	**Produce professional development goals, objectives, action plans, and methods for assessing progress**	______	______	______
20.	**Demonstrate effective processes for individual and for group decision making**	______	______	______
21.	**Describe and use principles of motivation in improving group behavior**	______	______	______

OTHER PERSONAL PROFESSIONAL GROWTH

		PERSONAL ASSESSMENT		
		I can do this and I am comfortable with the level of my knowledge and my skills	I am familiar with this but would like to improve my knowledge and skills	This is a priority area for me. It is high on my list for developing my knowledge and skills
22.	Organise and conduct more effective meetings			
23.	Demonstrate procedures for productively handling conflicting situations			
24.	Demonstrate techniques that foster collaboration and cooperation			
25.	Describe methods for working toward constructive change			
26.	Describe and use more effective methods for evaluation			
27.				
28.				
29.				
30.				

APPENDIX C

PERSONAL PLANNING NOTES

ANALYSIS OF PERSONAL PROFESSIONAL NEEDS

MY IDENTIFIED NEEDS	INDICATORS OF NEEDS	ALTERNATIVE SOLUTIONS

PERSONAL PLANNING NOTES

PLANNING FOR PERSONAL PROFESSIONAL GROWTH

MY SPECIFIC LEARNING	INDICATORS OF ACHIEVEMENT	MY PLAN OF ACTION

PERSONAL PLANNING NOTES

CONTINUOUS IMPROVEMENT

SUMMARY OF EVALUATION DATA	INSIGHTS GAINED: PREDICTED AND UNFORESEEN	FUTURE PRIORITIES: THINGS TO REMEMBER

Appendix D

Resources for Beginning Teachers

Prepared by the Entry-Year Project Committee, Dayton City Schools

October, 1985

A. BUILDING AND DISTRICT PROCEDURES

1. Building administrators & other supervisors
2. Written guidelines
3. Faculty handbook
4. Meetings before school-year begins
5. Guidebook...where to go...who to see
6. Guidebook on philosophy of district
7. Teacher handbook
8. Teacher mentor
9. Guidebook especially for new teachers
10. Guidebook of buildings in the system names of persons responsible for those buildings
11. The teachers's organizations
12. Superintendent
13. Board of Education
14. Instructional department
15. Other teachers
16. Community organizations
17. Released time for inservice
18. Special workshops
19. Faculty planning sessions
20. Buddy systems; networks

B. CLASSROOM PLANNING AND MANAGEMENT

1. Model classroom
2. Subject are a guide book
3. Subject area supervisors
4. Inservice/staff development session
5. Course offerings
6. Visitations within and outside district
7. Conferences and seminars
8. Discipline exchange journals
9. Courses of study
10. Workshops offered by area resources in universities and teacher organizations
11. Master teacher mentor
12. Special briefing sessions with administrators
13. Observing other classrooms
14. Self-evaluation techniques
15. Computer

21. Custodians

22. Resource teachers

23. Other printed materials relating to school, the district, and the state

24. School-community councils

C. INSTRUCTIONAL PROCEDURES

1. Enrichment programs

2. Buddy system

3. Inservice

4. Printed guidelines

5. Principals and Assistant Principals

6. Courses of study

7. Mentors from grade level below and above

8. Seminars developing your own other resources

9. Subject-area supervisors

10. Workshops/conferences

11. Book detailing tests used/results of tests students have taken companion book on nature and limitations of tests

16. Counselors

17. School community organizations

18. Regularly scheduled phone calls and conferences with parents

19. Goal setting

20. Sessions on use of computers

21. Assistant principals

22. Parent-teacher organizations

23. Parent booster organizations

24. Sample pages of experienced teachers plan book

25. List of materials that coordinate with each subject; ditto books; film strips, etc.

26. Released time for observations

D. OTHER PERSONAL PROFESSIONAL GROWTH

1. Systematic professional growth opportunities

2. Opportunity to attend conferences

3. Up-to-date professional library

4. Career ladder opportunity

5. Internships

6. Development of a buddy system; networks

7. Procedures for visiting classrooms and schools

8. A personal professional journaland time to share

9. Recognition programs and events

10. Administration

11. Master teacher mentor

12. Observation of demonstration classes

12. Video and audio tapes
13. State/national conferences
14. Consultants
15. Journals
16. Curriculum guides
17. School psychologists
18. Parents
19. Master teacher mentors
20. Visitations by supervisors/and or administrators
21. Observations
22. Awareness of current publications
23. Observation of demonstration classes

13. Sessions with supervisors and administrators
14. Teacher self-assessment and introspection
15. Meetings on discipline
16. Supervisors
17. Courses/workshops
18. Faculty get-togethers
19. Frequent conferences with mentor in first weeks of school
20. Dayton Education Association
21. Subject area associations
22. Corporate sponsored institutes courses at area universities
23. Faculty exchange
24. Faculty planning sessions/ production of ideas/areas of agreement
25. Assertiveness training

Appendix E

ORIENTATION CHECKLIST

Entry Year Teacher Program

Dayton City Schools

I. **Superintendent**:

Introduce EYT to district philosophy, goals and aspirations — __________ Date __________ Signature

II. **Principals/Supervisors**

A. Familiarize EYT with school policies, procedures, routines of support services — __________ Date __________ Signature

B. Familiarize EYT with pupils and community to be served. — __________ Date __________ Signature

III. **Mentors**

A. Initial orientation in the following matters:

1. The layout and facilities of the assigned school building or buildings — __________ Date
2. Information for specific assignment — __________ Date

B. Instruct first year teacher in classroom level management functions

1. Discipline — __________ Date
2. Time Management — __________ Date
3. Scheduling — __________ Date

4. Open day -- opening week procedures
__________ Date

5. Making rules, establishing routines
__________ Date

6. Appearance and atmosphere
__________ Date __________ Signature

C. Instructional Process

1. Instructional philosophy of district/building
__________ Date

2. Curriculum/guides, courses of study
__________ Date

3. Planning skills
__________ Date

4. Lesson presentation
__________ Date

5. Factors that influence teaching within the building (special classes, etc.)
__________ Date __________ Signature

D. Socializing Activities

1. Faculty/department meetings, social events (please list)

____

____

____

____

__________ Signature

2. Community

a. Appraise EYT of community facilities and resources
__________ Date

b. Provide background on community and organization
__________ Date

c. Discuss moral and ethical values of community
__________ Date __________ Signature

Checklist to be completed during two day orientation session for mentor and EYT.

Appendix F

Mentoring and Coaching

During our experiences in programs for beginning teachers, we have asked supervisors, experienced teachers and others about mentoring and coaching. Summaries of responses to our inquiries follow:

How Would You Recognize Effective Mentoring Behaviors If You Saw Them?

Person	Behaviors	Character of Relationships
Responsible	Being goal oriented	Trust
Honest	Developing appropriate and specific skills	Willingness to share
Sincere	Patterning	Reciprocal
Resourceful	Modeling	Mutual acceptance of relationship
Prepared	Encouraging; supporting	Mutual dependence
Master in the field	Building self-esteem	Opportunity to relate
Seasoned; veteran	Stroking	Collegial
Commitment to positive outcomes	Holding up high expectations	Honesty; sincerity
Professional	Sharing ideas	Non-threatening
Willing to share	Pooling experiences	Dynamic tension
Desire to share	Enriching	Good listening
Challenged Empathetic	Introducing experiences Advising	Respect (mutual); rapport Supportive
Sense of humor	Questioning	Organized time for; patience; relaxed; professional
Demonstrative	Defining parameters	Open communication
		Frequent interaction; quality interaction

How Would You Recognize Effective Mentoring Behaviors If You Saw Them? (Continued)

Person	Behaviors	Character of Relationships
		One-to-one
		Non-judgmental
		Consistency
		Confidential

How Would You Recognize Effective Coaching Behaviors if You Saw Them?

Person	Behaviors	Character of Relationships
Resourceful	Observing; analyzing;	Positive interaction
Flexible	Modeling; demonstrating; explaining	Personal
Objective	Assisting; offering explanations	Frequent contact
Open-minded		Direct; close
Prepared	Listening	Non-threatening
Experienced	Evaluating; critiquing; providing feedback (to person and to authorities)	Sharing
		Trust
Empathetic	Refocusing; refining	Supportive
	Challenging	Rapport
	Clarifying mission	Collegiality
	Counseling	
	Cajoling	
	Coordinating experiences	

Appendix G

Systematic Reflection*

A. Begin by having teachers write in their journals for ten minures, without stopping. The participants are urged to ignore grammar, spelling, etc. They are to write quickly without stopping, editing, crossing out, or changing what is written. The idea is to get a large number of thoughts and ideas on paper in a short time.

B. The second step is the reflective stage. Have teachers reflect and organize thoughts through a list or outline. This process helps the writer to make sense of those ideas, see relationships among them, and perhaps organize them into a plan of action.

C. The third step is dialogue. This stage consists of talking to another person for two or three minutes without interruption about a journal entry and the reflection on it. The journal writing is not actually seen by the dialogue partner.

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*Clark (1981)

APPENDIX H

Guidelines for Completing Experiencing Report Form

Introduction to the form:	The Activities in which you engage and the meanings which you ascribe to those activities are the essence of the Experencing process. This reporting form is designed to assist you in examining your Experiencing.

Brief Description

- In this section explain what occurred, who was involved, and what roles each participant played.
- The activity may have been self-initiated, directed by another person, or cooperatively planned and executed.
- It may have been a planned or an unplanned activity.
- It may have taken place in the classroom, hall, playground, resource center, or elsewhere in the field setting.
- The description you give may involve incidents in which you involved or those which you observed.

Reaction to the Experience

Feelings: In this section describe the emotional response you had at the time of the occurrence. What did you feel at that time?

Thinking: As you reflect on the occurrence, what is your cognitive response? What do you think about it now?

Actions: What was your behavioral response? What did you do at the time? What have you done since as a result of the occurence? In other words, what was your immediate and/or longer-range action?

Further or additional experiences

As you re-examine the activities described above and the meanings ascribed to them, what implications does this experience have for you? What will you plan to do in your next activities? How will you respond differently as a result of this experience? What learning has taken place?

NOTE: The Experiencing Report Form was developed at the College of Education, The Ohio State University.

Experiencing Report Form

Name ______________________________

Grade or Age Level or Subject ____________________ Date ____________________

Brief description of the activity, duty, incident or observation.	Reaction to the experience (Feelings, thoughts, and actions, both immediate and long-range.)

What further or additional experience or direction will you seek because of these experiences?

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